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ABSTRACT

The document discusses materials for staff development workshops on vocational education for handicapped students. Five categories of materials are focused on: preliminary survey materials (workshop planning questionnaires); invitations and other publicity; workshop leader materials; participant materials; and evaluation materials. Nine appendixes, which compose the bulk of the document, include the following materials: a discussion of planning a vocational training program for handicapped students, vocational assessment materials, job analysis profile, learner analysis profile, information on modifying the classroom environment, materials discussing P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of P.L. 93-112 (the Rehabilitation Act of 1973), and materials supplied by the National Technical Institute for the Deaf. (CL)

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WORKSHOP MATERIALS AND SUGGESTIONS FOR WORKSHOP DEVELOPMENT

Peter R. Dahl

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CONTENTS

INTRODUCTION.....1

PRELIMINARY SURVEY MATERIALS.....3
Purpose of 'Preliminary Survey Materials.....3
Sample Preliminary Survey Materials.....3
Alternative Approaches.....4

INVITATIONS AND OTHER PUBLICITY.....9
Purpose of the Invitations and Other Publicity.....9
Sample Invitations.....10
Alternative Approaches.....10

WORKSHOP LEADER MATERIALS.....13
Purpose of Workshop Leader Materials.....13
Sample Workshop Leader Materials.....13
Alternative Approaches.....15

PARTICIPANT MATERIALS.....17
Purpose of Participant Materials.....17
Sample Participant Materials.....17
Alternative Approaches.....18

EVALUATION MATERIALS.....19
Purpose of the Evaluation Materials.....19
Sample Evaluation Materials.....19
Alternative Approaches.....19

APPENDIXES
A. Planning a Vocational Training Program for Handicapped Students.....A-1
B. Vocational Assessment Materials.....B-1
C. Job Analysis Profile.....C-1
D. Learner Analysis Profile and Related Material.....D-1
E. Modification of the Classroom Environment.....E-1
F. Support Services for Exceptional Students (sample).....F-1
G. Resources for Mainstreaming Exceptional Students in Vocational Education Programs.....G-1
H. Materials Discussing P.L.94-142 and Section 504 of P.L.93-112.....H-1
I. Materials Supplied by the National Technical Institute for the Deaf.....I-1

INTRODUCTION

This document discusses some of the kinds of materials that are useful in conducting a staff development workshop on vocational education for handicapped students. It has been prepared as one of several products in a project that offered a series of eight workshops for California vocational educators. For purposes of discussion, we have broken the materials into five categories:

Preliminary Survey Materials, to find out something about the background of people who might attend the workshop, the topics that would be of most interest to them, and the scheduling arrangements that would be most attractive.

Invitations and Other Publicity, to inform people about the workshops once they have been planned, and to invite their participation.

Workshop Leader Materials, to use during presentations, including printed and audio/visual materials as well as other more specialized items for use by the various presenters in conducting the workshop.

Participant Materials, to use in preparing programs for handicapped students, including both 'consumable' materials for use during the course of the workshop and resource handouts for future reference.

Evaluation Materials, to secure immediate information about the perceived benefit of the workshop, and, in the longer run, to determine if participants were able to put to use information acquired at the workshop.

Materials of these general kinds are, of course, of use in workshops on a much broader range of topics than vocational training for handicapped students. For each kind of material, we will do the following:

Discuss the purpose of this kind of material in conducting a successful workshop.

Provide examples of materials used in the California workshops upon which this report is based.

Discuss alternative approaches to developing materials of this type.

We hope that these discussions and examples will provide useful ideas for you to adapt in designing your own training workshops.

PRELIMINARY SURVEY MATERIALS

By 'Preliminary Survey Materials' we have in mind questionnaires or, less commonly, interview forms administered to persons who seem likely to be interested in attending the workshop. The information obtained using these materials has the general purpose of guiding the design of the workshops.

Purpose of 'Preliminary Survey Materials'

There are three primary reasons for using such materials: (1) determining what specific topics are of greatest interest, (2) learning something about the background of those likely to attend, and (3) finding out what scheduling arrangements would be most attractive. The first is critical for even very specialized areas as there is almost always some flexibility in the exact topics to be covered or in the emphasis to be given to each of several topics. The second helps to determine the level of sophi tication at which the topics should be addressed. 'How to use work samples in vocational assessment', for example, can be handled at many levels--the approach taken should be in accord with the sophistication of the audience.

The second point is also of importance in a somewhat less obvious way. Even though you have an audience in mind--say vocational administrators--as work progresses, it is almost inevitable that the audience will redefine itself to some extent. For example, many administrators may find themselves unable even to consider attendance and delegate this responsibility to a subordinate who may well be a special education teacher, a vocational coordinator for the handicapped, the school nurse, or someone else rather more technically knowledgeable than the administrator originally contacted. The interests of these people may also differ somewhat from those of administrators. In the course of your preliminary survey you can begin to get wind of such shifts in the audience and plan for them. (Similarly, it may turn out that one segment of a target group will be more represented than others--if the target group is vocational teachers, for example, it may be that those from certain occupational areas are much more interested in attending than are others.) This second point will also indicate whether you should anticipate a heterogeneous or homogeneous audience. The third point, of course, is useful in scheduling your workshop so that attendance is attractive and practical.

Sample 'Preliminary Survey Materials'

Figure 1 shows the 'Workshop Planning Questionnaire' used in the California study. The first 22 questions are concerned with determining which of several items respondents felt they needed to know more about. These items were designed so that each stood by itself and that the respondents did not have to consider particular items relative to others, by ranking topics in order of importance, for example. Since we planned to provide extensive handouts as supplements to the presentations, our main concern was to find out which topics were felt to be important, not to be restrictive by forcing people to choose the 'five most important' for example.

Questions 23 and 24 are self-explanatory and are designed to provide basic information about scheduling. Item 25 and the request for the respondent's position provide basic information about the kind of people likely to attend. The latter information is rudimentary, but adequate for purposes of preliminary planning in the California study.

Alternative Approaches

There are two basic variations: (1) changing the level of detail and (2) altering the strategy for determining the importance of topics. In designing your forms, you should be guided both by what you need to know and the amount of time and effort respondents are likely to be willing to put into answering questions--endless curiosity, coupled with a 'we might just possibly need to know this some time or other' attitude will probably lead to a low response rate.

Changing the level of detail in asking about various topics may include one or more of the following strategies:

Restricting the range of topics covered. For example, it may already be decided that the workshop will deal exclusively with assessment, the law, how to work with support staff, or some other relatively restricted topic. Alternately, it might be rather broader than the California workshops--perhaps serving disadvantaged students or eliminating sex inequities are also topics of interest. In any event, adjustment in range of coverage may be desirable.

Changing the level of detail with which specific topics are investigated. This is likely to be related to the former kind of change, in that an increase in topics will generally go with a lessening of depth, and vice versa. For example, if the workshop were to focus exclusively on legal requirements for serving handicapped students, you would probably go well beyond what items 8-12 cover on the 'Workshop Planning Questionnaire' to include several subtopics under each of these items--formal requirements for due process, case law clarification of ambiguities in due process requirements, acceptable procedures for selecting and training impartial hearing officers, and like matters might be included as possible topics in place of item 12, for instance.

Alternately, if the range of possible topics was much larger than that in the California project--including sex equity, say--then a smaller group of items might be desirable. One might simply ask if law regarding educational services for the handicapped should be included at all.

You may also wish to investigate the background of potential attendees in some detail. To continue the example above, if the topic of the workshop were legal requirements for serving handicapped students, then a good case could be made for finding out which prospective participants had legal training, which had first-hand experience in due process hearings, and so on.

The basic variation in determining the importance of topics is to ask respondents not just whether each topic is important in and of itself or

MAINSTREAMING HANDICAPPED STUDENTS IN VOC ED

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WORKSHOP PLANNING QUESTIONNAIRE

Which of these topics do you need to know more about?

	I really need to know more about this	I'd like to know more about this	I don't need to know more about this
INFORMATION ON VOCATIONAL SERVICES FOR HANDICAPPED INDIVIDUALS			
1. Job success of handicapped individuals	☐	☐	☐
2. Exemplary vocational programs serving handicapped individuals	☐	☐	☐
3. How to determine appropriate program and job placements	☐	☐	☐
4. What support services are needed	☐	☐	☐
5. What new staff skills are needed	☐	☐	☐
6. What inservice programs are available for staff	☐	☐	☐
7. How to modify existing equipment and facilities	☐	☐	☐
INFORMATION ON LEGAL REQUIREMENTS FOR EDUCATION OF HANDICAPPED INDIVIDUALS			
8. What California laws mean for voc ed	☐	☐	☐
9. What new federal laws mean for voc ed	☐	☐	☐
10. Administrator responsibilities under state and federal law	☐	☐	☐
11. Sources of funding and requirements to obtain funding	☐	☐	☐
12. Meeting due process requirements for placing handicapped students	☐	☐	☐
INFORMATION ON RESOURCES FOR VOCATIONAL EDUCATORS			
13. Materials for assessing facilities	☐	☐	☐
14. Resources on compliance with state and federal laws			
15. Sources of expert advice about legal requirements	☐	☐	☐
16. Policy manuals for providing services (e.g., definition of population, identification, evaluation, placement, service delivery, facilities and transportation, administration, etc.)	☐	☐	☐
17. Sample report formats to document compliance	☐	☐	☐
18. Sample educational plans	☐	☐	☐

(over)

	I really need to know more about this	I'd like to know more about this	I don't need to know more about this
19. Lists of support services that vocational educators can draw upon	☐	☐	☐
20. Models for working effectively with special educators	☐	☐	☐
21. Sources of people who provide staff training	☐	☐	☐
22. Materials on work experience programs for handicapped students	☐	☐	☐

23. If you were to attend this workshop, how long would you like it to be? (Check one.) What would be the best time for you? (Check one.)

___half-day workshop
___1-day workshop
___2-day workshop
___a series of 2- or 3-hour workshops

___workshop during the week
___workshop on the weekend
___workshop in the evening
___in conjunction with a professional conference you are already attending

24. Where would you like to have it presented?

___within your district
___within your region
___at a professional conference you are already attending (please specify which conference under "comments" below)

25. Would you attend such a workshop? ___Yes ___No

If you would like to be put on our mailing list for further information, please fill out the following:

Name_____

Address_____

Telephone_____ Position_____

School District_____

Comments_____

_____

_____

_____

_____

_____

Thank you for taking the time to fill out this questionnaire.

Please return this form to the registration desk.

whether they need to know more about that specific topic, but to ask respondents to indicate the relative importance of various topics. There are two basic ways: asking for a rank ordering of all topics form most to least desirable for inclusion in the workshop, and asking people to pick, say, the five that they would most like to see included.

This procedure can be made more elaborate, as needed. For example, respondents could be asked to rank separately subtopics in each of several topic areas--'rank the items about law relative to each other, then those about building modifications', and so on. Or, respondents could be asked to pick the most desirable topic from each of several groups--'pick one from law, then one from building modifications' and so on. Whatever the approach chosen, it should be carefully thought through to be minimally nuisancesome to the respondents in gaining the information that is truly needed--impulses to make a whole big research project out of it really ought to be suppressed.

INVITATIONS AND OTHER PUBLICITY

Besides the invitations serving to announce the workshop, publicity may include a variety of media or personal contacts. Rather modest efforts were adequate for making known the series of workshops conducted as part of the California Project--in other instances, more elaborate efforts may be required.

Purpose of the Invitations and Other Publicity

Beyond the obvious purpose of getting people to come, invitations can also serve to solicit background information about those who will attend, and how many there will be. The background information is, as discussed above, critical for targeting the workshop sessions appropriately for the sophistication of the audience. The number to attend can, of course, affect the approach taken, the amount of materials required, the number of stations that must be set up in the event that some sort of 'hands-on' exercises are planned, and the logistics of the meeting--how much meeting space is required, how many guest rooms to set aside, how many meals are needed, and so on.

An important consideration in undertaking publicity activities is to pick carefully the audience you really intend to reach. This may sound obvious, but if it is not kept constantly in mind, one can quite easily get carried away and attract people other than those intended. For example, in the California project, we were interested in serving people who were primarily concerned with vocational education, and who served in some kind of an administrative capacity. When we targeted our publicity to this group, things went fine. We would get a good number of district administrators and building principals, along with a congenial leavening of other people to whom responsibility for seeing to it that handicapped students were effectively integrated into regular classes had been assigned. The latter included counselors, vocational teachers, and special education teachers, among others. Whatever their exact titles, almost all of them had some sort of responsibility for assuring that handicapped students were properly served within regular vocational programs. With this kind of audience, our workshops were successful.

Our one disaster occurred when we violated this precept and advertised too broadly, with the result that about half of those in attendance were special educators having no real ties to vocational education, while the other half were the people we had in mind. Had we been more clever, we could perhaps have prepared a program suitable for everyone who came. In the event, however, it did not turn out well. The moral, therefore, is to target the publicity carefully to make sure that the people you really want to serve, and whose needs you are truly able to satisfy, are the ones who end up coming.

Sample Invitations

Figure 2 shows a sample invitation and reply card used for one of the California workshops. Save in the case of the aforementioned disaster, these were sent exclusively to building and district level administrators responsible for vocational programming. The invitation gives them the option of attending themselves, sending some of their staff who are concerned with providing services for handicapped students, or both.

Other means of publicizing the workshops in the California project were: (1) a presentation about the project before the executive committee of the California Directors of Vocational Education during a statewide conference of that group; (2) personal meetings with vocational leaders in some of the larger districts to gain their cooperation and support; (3) presentations at meetings of state organizations whose members might be interested in attending--such groups included the California Association of Work Experience Educators, and the California Career and Vocational Educators; and (4) the questionnaire already described which is itself a form of publicity.

Alternative Approaches

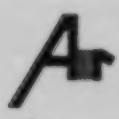
The discussion above includes most of the major approaches--mailings, presentations before professional organizations, and meetings with key administrators. One missing approach is the media effort. Depending on the audience desired, you may wish to get an article placed in specialized newsletters or journals. If the objective is to attract the general public, then the mass media should be considered. The ease with which access to these media can be gained will, of course, vary substantially depending on the location and the extent to which interest is likely to be aroused among the general public. Unless it is a <u>really</u> big deal, the <u>Los Angeles Times</u> probably cannot devote space to it (and do you truly want to throw it open to the large and varied audience that reads a paper like that?). Publicity after the fact, for example to let people know about the opening of more options for handicapped people, is probably more productive in most cases.

The American Institutes for Research
invites you to a
Workshop on
Mainstreaming Handicapped Students
in Vocational Education

Monday, March 26
9:00 a.m. until 4:30 p.m.
Holiday Inn of Redding
1900 Hilltop Drive
Redding, California

RSVP

Reservations
$6.75 per person to cover
lunch and coffee



☐ Yes, please reserve a place for me at the Mainstreaming Workshop on March 26 at the Holiday Inn in Redding. (Make $6.75 check payable to American Institutes for Research. Send to Peter Dahl, AIR, P.O. Box 1113, Palo Alto, CA 94302.)

☐ Sorry, but I won't be able to attend.

Name_____

Title_____

Address_____

_____ Phone_____

☐ Please also send an invitation to the people I have listed on the reverse.

After careful consideration of the many possibilities, we included the following items on the agenda.

- Vocational Assessment--Assessing the capabilities of the handicapped student in vocational areas.
- Planning Instruction--Using knowledge about student capabilities to plan an instructional program.
- Equipment and Workplace Redesign--How modifications at the school or on the job can make it possible for a handicapped person to do otherwise difficult or impossible tasks.
- Job Placement--Techniques and strategies for placing the student on the job.

Presenters

- Peter Dahl--*American Institutes for Research*
- Clarence Nicodemus--*California State Department of Rehabilitation*
- Robert Weisgerber--*American Institutes for Research*

Sessions will include discussion of basic strategies of assessment, instructional planning, equipment and workplace design, or job placement and practice in applying the principles to sample cases.

In addition, RESOURCE GUIDES will be distributed at the meeting. The RESOURCE GUIDES list agencies, organizations, and printed and media resources that you can use in serving handicapped students.

We look forward to an interesting, information-filled day. We hope that you will be able to attend.

WORKSHOP LEADER MATERIALS

Workshop leaders may need a variety of materials to use during the workshop sessions. Some of the materials that may be useful are discussed below. Samples of some kinds of materials used in the California workshops are also provided.

Purpose of the Workshop Leader Materials

Obviously, the overall purpose is to have available the wherewithal to conduct the various sessions. In the California workshops, these could be broadly divided into two overlapping categories: those materials used in the course of a presentation or demonstration, and those materials needed for activities workshop participants were to undertake.* This division followed naturally in the California workshops because each leader's session was divided into two parts--in the former, basic information was presented (facts, concepts, procedures, etc.), while in the latter, the participants had the chance to make use of what was presented. Incidentally, it was our experience, and that of many others who put on training sessions, that it is a very effective approach to give participants a chance to try their hands at something, but only after adequate background information has been provided.

Sample Workshop Leader Materials

Many of the materials used in presenting background information, in illustrating procedures, and so on were such as to preclude their inclusion here. They included slides, video tapes, work samples, and other such materials. Therefore, in discussing workshop leader materials, we will list a series of topics covered at one or more of the California workshops, provide the materials used by the leaders when this is possible, and describe the materials when it is not. The topics listed below are more than was covered at any one workshop--selection was based on local need.

Planning Programs for Handicapped Students. This topic, which is introductory in nature, was designed to help participants identify the key components in providing services to handicapped students, become familiar with practices for implementing those components, and to identify local needs and resources relative to each component. The booklet Planning a Vocational Training Program for Handicapped Students (Appendix A) was used to structure this activity.

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*That these should overlap is not surprising. For example, work sample stations were used both in explaining principles of assessment and in providing exercises for workshop participants.

Vocational Assessment. This topic addressed the kinds of information one might collect in a comprehensive vocational assessment. Work samples were discussed in some detail, and, whenever possible, actual work samples from the VALPAR or a similar assessment system were used in the discussion. When actual work samples could not be obtained, information about work sample testing was presented using slide/tapes describing one of the assessment systems in detail.* As part of the discussion of assessment, the importance of various kinds of measures was brought out, and workshop participants were able to work with session leaders in evaluating a sample test profile. Printed materials used in this activity are given in Appendix B. At certain of the workshops, the importance of analyzing the job as part of a total assessment process was emphasized. In such cases, participant teams were given a selection of job descriptions from the Dictionary of Occupational Titles and instructed to select one for analysis using the "Job Analysis Profile" (Appendix C). Since the D.O.T. selections were all in vocational subject matter areas, participants were able to use their own expertise quite effectively in identifying the degree to which various kinds of skills listed on the profile were generally required on the job.

Planning Instruction for Individual Students. This session used a slide presentation showing handicapped students participating in regular vocational programs in California. Students shown had a wide range of handicapping conditions and emphasis was placed on practical steps that vocational educators could take to assure successful programming. Following the presentation, workshop participants engaged in a variety of exercises using the material included in Appendix D. These materials consisted of:

A set of "Learner Analysis Profiles" displaying the same categories as the "Job Analysis Profile," each indicating the status of a different hypothetical student. Using these two documents in conjunction, participants could then identify specific skill areas in which the student might have trouble and suggest strategies worth considering for lessening or eliminating the difficulty should it, in fact, arise.

A set of materials describing one "Joe Karlmont" including a completed "Vocational Evaluation Scale" and an IEP based on the evaluation. Based on this information, participants can begin to fill out the "Developing a Plan for Action" booklet designed to

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*Materials were obtained from the Materials Development Center (MDC), Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, Menomonie, Wisconsin 54751. For a reasonable fee, you can rent excellent slide/tapes on a variety of work samples and on many other topics of possible interest in a workshop on vocational training for handicapped people. Write MDC for an up-to-date listing of available materials.

guide the user through instructional planning based on the information contained in the materials pertaining to "Joe Karlmont". It is not always the case that there is enough information for complete planning, but the identification of further information needs is a valuable exercise in and of itself. In addition, blank versions of these materials are provided in the event that participants wish to use them in their home districts.

Equipment and Workplace Redesign. The leader of this session began by introducing the idea that redesign is not just a matter of rushing in and changing things, but must be undertaken in light of the total picture which considers: (1) the possibility that the individual will be able to alter the usual method of doing things so that the tasks required can be accomplished without assistive devices or equipment redesign; (2) the possibility that the sequence of steps could be altered, the workstation redesigned, or some similar modification made so that the person could accomplish the task without assistive devices; and (3) the provision of assistive devices to make it possible for the person to accomplish efficiently an otherwise very difficult task. A slide presentation gave many examples of each approach, following which, participants worked on sample problems that could be addressed using one or more of these strategies (Appendix E).

Alternative Approaches

Variations are possible in several areas. You can alter the relative emphasis given to presentation or demonstration and that given to activities in which participants engage directly. By varying the content you can, quite obviously, alter the kinds of materials required. Similarly, by varying the depth in which a topic is treated, or the approach taken to it, alterations will likely arise in the kind of materials needed. For example, one may need more detailed content outlines or 'fact sheets', various assistive devices may be required to let participants get the feel of using some of these aids, 'raw materials' may be needed to allow participants to design their own work samples, and so on. One may also wish to arrange visits to vocational centers, businesses, assessment centers, rehabilitation agencies, or the like where participants can engage in activities that cannot practically be transported to the main meeting site.

In sum, exactly what workshop leaders require to conduct a successful session will be dictated largely by the specific activities planned. The key thing from our experience was to be sure to have both materials useful for presenting background information and materials that allow participants to try their hands at whatever is taught using the former.

PARTICIPANT MATERIALS

Many of the items described under Workshop Leader Materials could just as well have been included here. This is hardly surprising as many of the materials employed by the workshop leaders are expressly intended to be part of activities in which workshop participants engage. Others, however, were intended for use outside of the workshop.

Purpose of the Participant Materials

As already discussed, certain of the materials are intended expressly to support activities undertaken at the workshop. However, it would be a shame if it stopped there--you would hope that persons attending the workshop would do something productive once they get back to their districts. The workshop itself, no matter how thorough, can only be a start. Therefore, material providing more detailed information or providing leads to resources may be desirable.

Sample Participant Materials

In addition to the already described 'consumable' materials used at the workshops themselves, the following resource materials were distributed to each workshop participant:

A booklet, Support Services for Exceptional Students, describing agencies that could be of assistance in the counties from which workshop participants were drawn. The table of contents and some sample descriptions from one of these booklets are included in Appendix F. In all, nine booklets were prepared which, together, covered the entire state of California. Each participant received that booklet which included descriptions of services available in the county from which he or she came. The idea of these booklets was to provide leads to state and county agencies that provided services for people with various kinds of handicaps, not to list every possible agency. The idea was to provide enough leads to get the user 'into the loop' so that he or she could contact a likely-looking agency which could then make a further referral if it did not provide the exact kind of services needed.

A booklet, Resources for Mainstreaming Exceptional Students in Vocational Education Programs, describing printed and audio/visual resources in the following topic areas: 'Exceptional Students in Vocational Education', 'Legal Requirements for the Education of Exceptional Students', 'Administrative Concerns', and 'Instructional Concerns'. The purpose of this booklet is to provide selections for the person interested in independently investigating a topic in more depth. The booklet is included as Appendix G.

Booklets describing the implications of P.L. 94-142 and Section 504 of P.L. 93-112 (Appendix H).

Information about deafness and the deaf provided by the National Technical Institute for the Deaf (Appendix I). Also included was information about educational opportunities available at the institute.

In sum, these materials were intended to help the workshop participant who needed further information or expertise in following up on ideas for providing services that came up at the workshop, or who required assistance in dealing with situations of a kind that may not have been addressed.

Alternative Approaches

What is included will be determined partly by design and partly by chance. Design comes into it in developing or purchasing materials, and deciding which agencies will be invited to supply brouchures and the like. Chance enters in that some agencies will be able to supply materials while others will not. The key in design is to identify the kinds of information you feel people in attendance at the workshop are likely to need which cannot be provided at the workshop itself. From there on decisions as to what will actually be included are matters to be considered in light of staff time, funds, availability of materials, and the relative priority to be assigned to the various items.

EVALUATION MATERIALS

Evaluation materials may be designed either for immediate or long-term assessment of the workshops. In the California workshops project, both kinds were used. They were designed to gather the impressions of participants on the value of the workshops, although other procedures are, of course, possible.

Purpose of the Evaluation Materials

The evaluations immediately after the workshops had three purposes: (1) to find out how well organized and structured participants felt the workshops to be; (2) to find out how much they felt they had learned; and (3) to discern on the basis of the first two points how the workshops could be changed in the future. The follow-up evaluations were intended to find out if participants had been able to make use of the workshop presentations or materials in providing more effective services for handicapped students.

Sample Evaluation Materials

Figure 3 shows a sample questionnaire used immediately after one of the workshops. The first seven questions ask about the background of the respondent and for general impressions of the workshop. The last eleven ask the respondent to indicate any perceived gain in knowledge in various topic areas addressed at the workshop. Depending on the workshop in question, different specific topics will be included among the last eleven.

Figure 4 shows the long-term follow-up questionnaire which was mailed to workshop participants some months after the workshops. It is designed to find out first whether any noteworthy incidents occurred involving handicapped students, the nature of the incidents, and whether the workshop presentations or materials were of any use in dealing with the incidents, and, if so, how.

Alternative Approaches

The leading alternative to the approaches used in the California workshops is to devise a test of some kind to determine what skills and information participants have gained from attending the workshop. Various kinds of paper and pencil or performance measures can be constructed for this purpose, although we will not discuss the varieties here. The main advantage is the certainty with which a well-designed test allows one to determine whether or not people have <u>in fact</u> learned something. Disadvantages include the amount of time often consumed by formal tests and the frequent disinclination of people to take them. An alternative that might be worth investigating is to collect copies of various 'products' that participants have produced and evaluate their quality. For example, one might review an I.E.P prepared given certain assessment information and determine its appropriateness given the information provided about the student.

Of course, the rating scales used on the immediate follow-up questionnaire can be modified in countless ways. What is appropriate will depend on how detailed the information is you want, and how much of your workshop time you care to devote to evaluation.

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1. With which type of institution are you most closely associated.

- ☐ ROP/ROC
- ☐ Comprehensive High School
- ☐ Community College
- ☐ Other _____

2. What is your position in the institution?

_____

3. How interesting was the workshop?

- ☐ Very Interesting
- ☐ Interesting
- ☐ Uninteresting
- ☐ Very Uninteresting

4. How do you rate the topic selection?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

An Equal Opportunity Employer

5. Generally speaking, how appropriate was the amount of time spent on each topic.

- ☐ Exactly right
- ☐ About right
- ☐ Generally inappropriate
- ☐ Grossly inappropriate

What one topic should have been emphasized more? _____

_____

What one topic should have been emphasized less? _____

_____

6. How do you rate the ordering of topics.

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

Please give any suggestions you have for reording topics in subsequent workshops? _____

_____

_____

7. Overall, do you feel that the workshop (including the materials distributed) will be useful to you in your job?

- ☐ Yes, very much
- ☐ Yes, somewhat
- ☐ Yes, a little
- ☐ No

Questions 8 - 18 ask you to

- rate the importance of each topic,
- to indicate how much you feel you knew about the topic at the start of the workshop, and
- how much you feel you know now.

	Importance of this Knowledge or Skill	Initial Level of Knowledge or Skill	Current Level of Knowledge or Skill
	a. Unimportant; it does not matter whether I have this knowledge or skill or not. b. Somewhat important; I can use this, but I don't really need it. c. Fairly important; I need to know something about this and will definitely need it in my work. d. Very important; I must know about this--it is critical to my work.	a. Not knowledgeable or skillful; unable to perform tasks requiring this knowledge or skill. b. Minimally knowledgeable or skillful; able to perform a few tasks requiring this knowledge or skill. c. Adequately knowledgeable or skillful; able to perform most tasks requiring this knowledge or skill. d. Exceptionally knowledgeable or skillful; able to teach this information or skill.	a. Not knowledgeable or skillful; unable to perform tasks requiring this knowledge or skill. b. Minimally knowledgeable or skillful; able to perform a few tasks requiring this knowledge or skill. c. Adequately knowledgeable or skillful; able to perform most tasks requiring this knowledge or skill. d. Exceptionally knowledgeable or skillful; able to teach this information or skill.
8. Knowledge about instructional approaches for use with			
a. Mentally Retarded Students	a b c d	a b c d	a b c d
b. Visually Impaired Students	a b c d	a b c d	a b c d
c. Communication Impaired Students	a b c d	a b c d	a b c d
d. Orthopedically Handicapped Students	a b c d	a b c d	a b c d
9. Knowledge about the achievements of handicapped students in vocational programs	a b c d	a b c d	a b c d
10. Knowledge about techniques vocational educators can employ to use resources effectively.	a b c d	a b c d	a b c d
11. Knowledge about the educational rights of handicapped students	a b c d	a b c d	a b c d
12. Knowledge about what is required to be sure that the rights of handicapped students are realized.	a b c d	a b c d	a b c d
13. Information on resources available to assist in teaching handicapped students in the regular classroom.	a b c d	a b c d	a b c d
14. Information on whom to contact to obtain assistance on technical matters in teaching handicapped students	a b c d	a b c d	a b c d
15. Knowledge about what a good individual educational plan should include	a b c d	a b c d	a b c d
16. Knowledge about how to prepare an individual educational plan so that it is most useful to those who must carry it out.	a b c d	a b c d	a b c d
17. Skill in identifying program modifications needed to serve handicapped students better.	a b c d	a b c d	a b c d
18. Ability to plan for needed program modifications.	a b c d	a b c d	a b c d

Redding

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

1. Have any noteworthy incidents occurred since the workshop related to inclusion of handicapped students in regular vocational programs?

   ☐ Yes - Please continue below

   ☐ No - Please mail the questionnaire back to:

   Peter R. Dahl
   American Institutes for Research
   P.O. Box 1113
   Palo Alto, CA 94302

2. Background concerning the incident:
   a. Student handicap

      ☐ Blind/visually impaired
      ☐ Deaf/hearing impaired
      ☐ Wheelchair bound
      ☐ Orthopedically impaired, but not in a wheelchair
      ☐ Speech Impaired
      ☐ Mentally Retarded
      ☐ Learning Disabled
      ☐ Emotionally Disturbed
      ☐ Other _____

   b. Basic problem area

      ☐ Attitude of the handicapped student
      ☐ Attitudes of nonhandicapped students
      ☐ Attitudes of teacher(s)
      ☐ Attitudes of other staff
      ☐ Inadequate student assessment procedures
      ☐ Curriculum materials inappropriate for the student
      ☐ Teaching approaches not satisfactory for use with the student
      ☐ Special expertise needed in working with people with the particular handicapping condition
      ☐ Equipment in the labs or shops unusable by the student
      ☐ Some parts of the building to which the student needs access are inaccessible
      ☐ Other _____

   c. When did the incident occur

      ☐ Before the student began the course/program
      ☐ While the student was in the course/program
      ☐ When the student sought placement after the program

3. Description of the incident

a. What happened? _____

_____

_____

_____

b. What led up to the incident? _____

_____

_____

_____

4. What actions were called for by the incident?

a. General description:

- ☐ Action to change the handicapped student's attitude
- ☐ Action to change nonhandicapped students' attitudes
- ☐ Action to change teacher attitude
- ☐ Action to change attitudes of other staff
- ☐ Acquire new assessment materials
- ☐ Arrange for assessment with an outside agency
- ☐ Acquire new curriculum materials
- ☐ Modify curriculum materials
- ☐ Secure expert outside services to facilitate instruction (e.g., a sign language translator, or someone to prepare braille material)
- ☐ Enlist services of an expert to suggest modified instructional procedures
- ☐ Modify classroom, lab, or shop
- ☐ Enlist services of an expert to suggest special equipment or equipment modification
- ☐ Modify existing equipment
- ☐ Purchase special tools or equipment
- ☐ Make building modifications

b. Specifically, what actions did you take? _____

_____

_____

_____

_____

_____

_____

5. Were the resource materials or workshop presentation useful to you in any of the following ways in dealing with the incident?

	Resource Materials	Workshop Presentation
Providing leads to material or printed resources	☐	☐
Providing leads to agencies that provided assistance	☐	☐
Suggesting steps to take	☐	☐

6. Please describe how you used the resource materials or information presented at the workshop.

_____

_____

_____

_____

_____

7. How could the information be increased to help others deal with incidents of this same general type? If some other topic had to be eliminated from the materials or presentations to effect this increase, which topic would you eliminate?

a. Resource materials: _____

_____

_____

_____

_____

_____

b. Workshop presentation: _____

_____

_____

_____

_____

_____

Please return to: Peter R. Dahl
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

APPENDIX A

Planning a Vocational Training Program for Handicapped Students

'CAN INSTITUTES
: BEHAVIORAL SI
x 1113, 1791 Arastra

PLANNING A VOCATIONAL TRAINING PROGRAM FOR HANDICAPPED STUDENTS

Adapted From

ADMINISTRATORS MANUAL

for

State and Local
Education Agencies

on

PROGRAMMING FOR HANDICAPPED STUDENTS AT THE SECONDARY LEVEL: RESPONDING TO PUBLIC LAWS

A product of the
Regional Resource Centers'
National Topical Conference
held in Salt Lake City, Utah,
June 21-23, 1977

Jointly produced by:

The Southwest Regional
Resource Center

The Coordinating Office for
Regional Resource Centers

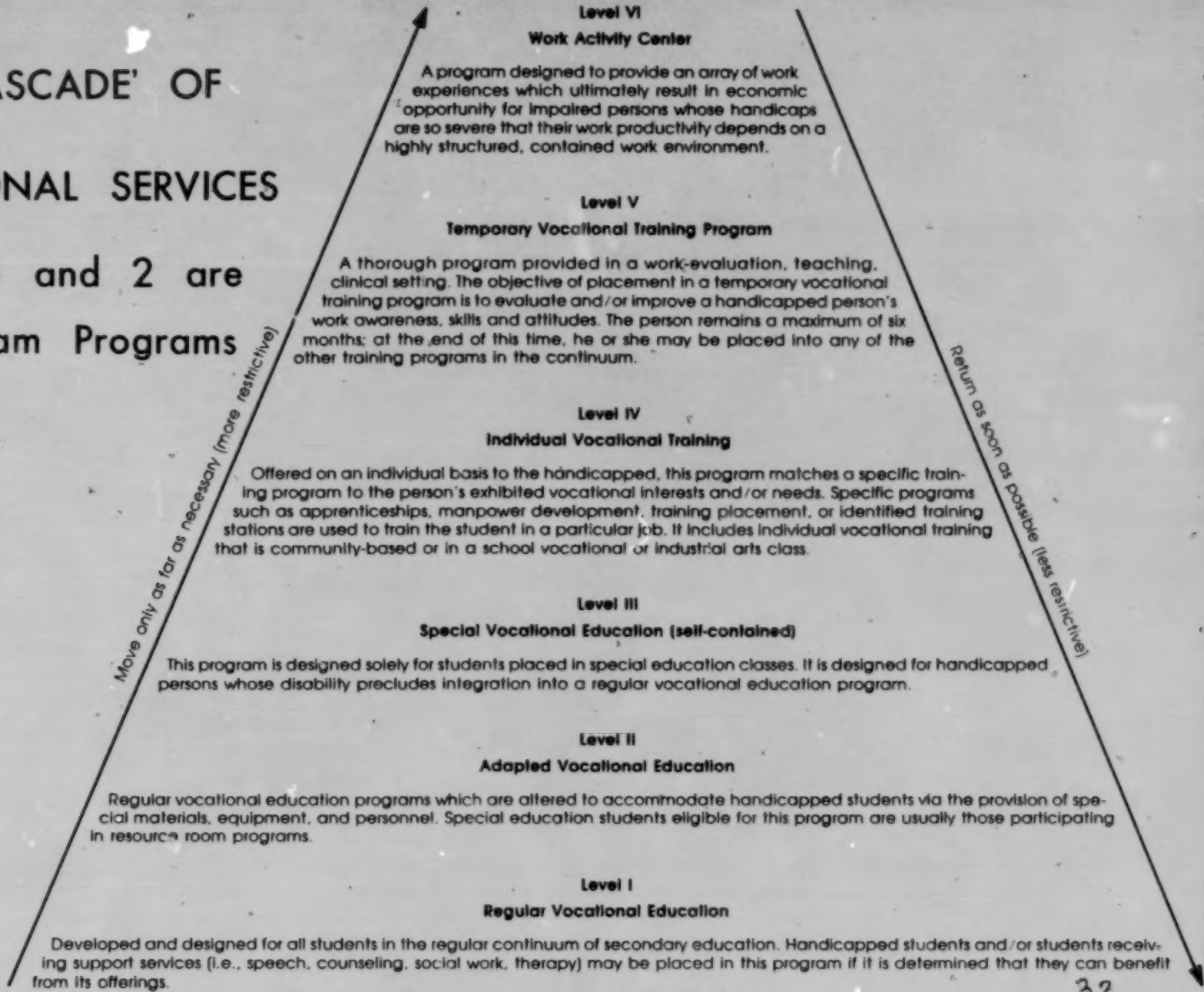
September, 1977

Adaptation By

Peter R. Dahl

A 'CASCADE' OF VOCATIONAL SERVICES

Levels 1 and 2 are Mainstream Programs


Move only as far as necessary (more restrictive)
Return as soon as possible (less restrictive)
Level VI
Work Activity Center
A program designed to provide an array of work experiences which ultimately result in economic opportunity for impaired persons whose handicaps are so severe that their work productivity depends on a highly structured, contained work environment.
Level V
Temporary Vocational Training Program
A thorough program provided in a work-evaluation, teaching, clinical setting. The objective of placement in a temporary vocational training program is to evaluate and/or improve a handicapped person's work awareness, skills and attitudes. The person remains a maximum of six months; at the end of this time, he or she may be placed into any of the other training programs in the continuum.
Level IV
Individual Vocational Training
Offered on an individual basis to the handicapped, this program matches a specific training program to the person's exhibited vocational interests and/or needs. Specific programs such as apprenticeships, manpower development, training placement, or identified training stations are used to train the student in a particular job. It includes individual vocational training that is community-based or in a school vocational or industrial arts class.
Level III
Special Vocational Education (self-contained)
This program is designed solely for students placed in special education classes. It is designed for handicapped persons whose disability precludes integration into a regular vocational education program.
Level II
Adapted Vocational Education
Regular vocational education programs which are altered to accommodate handicapped students via the provision of special materials, equipment, and personnel. Special education students eligible for this program are usually those participating in resource room programs.
Level I
Regular Vocational Education
Developed and designed for all students in the regular continuum of secondary education. Handicapped students and/or students receiving support services (i.e., speech, counseling, social work, therapy) may be placed in this program if it is determined that they can benefit from its offerings.

TYPE	DISCIPLINES	DESCRIPTION
Regular Vocational Education Degree of student impairment: unimpaired, mild and moderate	• Regular Education • Special Education • Vocational Education	Developed and designed for all students in the regular continuum of secondary education. Handicapped students and/or students receiving support services (i.e., speech, counseling, social work, therapy) may be placed in this program if it is determined that they can benefit from its offerings.

COMPONENTS	FEDERAL LAWS	RECOMMENDED PRACTICES	LOCAL RESOURCES Status and Priority
1. Individual Educational Program Development	§121a.340-349* §84.33 (b) (2)*	**Interagency involvement:** • Educational • Prevocational • Vocational • Vocational rehabilitation **Curricular options:** • Prevocational (career exploration) • Vocational education • Compensatory • Career education • Cooperative work experiences • Etc. **Delivery options:** • Regular class • Regular with resource room • Etc. **Support services:** • Readers • Interpreters • Signers • Etc.	
2. IEP Implementation	§84.33 (b) (2) §121a.349	• Designate responsibilities. • Monitor and review at least annually. • Encourage ongoing communications relative to the IEP.	
3. Delivery Options	§84.34 §121a.550-553	• Regular classroom with selective placement in support service options • Special class with selective integration • Resource room with selective integration	
4. Support Services	§84.33 §121a.13 §84.37 (b)	• Special equipment • Tutoring • Itinerant teacher • Speech therapy • Physical therapy • Homebound instruction • Social services • Counseling • Occupational therapy	

TYPE

Adapted Vocational Education

Degree of student impairment: mild to moderate

DISCIPLINES

- Regular Education
- Special Education
- Vocational Education
- Vocational Rehabilitation

DESCRIPTION

Regular vocational education programs which are altered to accommodate handicapped students via the provision of special materials, equipment, and personnel. Special education students eligible for this program are usually those participating in resource room programs.

COMPONENTS	FEDERAL LAWS	RECOMMENDED PRACTICES	LOCAL RESOURCES Status and Priority
1. Individual Educational Program Development	§121a.340-349 §84.33 (b) (2)	**Interagency Involvement:** • Educational • Prevocational • Vocational • Vocational rehabilitation	
2. Adapted Curriculum, Program, and Instructional Options		• Prevocational • Vocational education • Compensatory • Cooperative work experience • Career education • Work study	
3. Adapted Delivery Options	§121a.305 §121a.550-553 §84.34	• Modify existing equipment in regular classroom	
4. Support Services	§84.33 §121a.13	• Readers • Interpreters (bilingual) • Signers • Aides • Special equipment • Tutoring • Itinerant teacher • Speech therapist • Physical therapist • Homebound instruction • Social services • Counseling • Occupational therapist	

*§121a. numbers refer to the Rules and Regulations for PL 94-142; §84. numbers refer to the Rules and Regulations for PL 93-112.

THE TRAINING WORLD: INSTRUCTIONAL MATERIALS AND EQUIPMENT

In the second part of the Training World, the emphasis is on the development, procurement, and utilization of materials and equipment needed to facilitate implementation of the continuum of services outlined in the first part of the Training World.

The Functions:

1. **Appraisal Materials and Equipment:** The selection and utilization of materials and equipment for assessing student needs and matching these with the appropriate training program.
2. **Social/Adaptive Behavior Materials and Equipment:** The selection and utilization of materials and equipment to help the student toward self-reliance and ease of movement in the community-at-large.
3. **Prevocational/Vocational Materials and Equipment:** The selection and utilization of materials and equipment in the individualized training program.
4. **Adaptive Equipment and Adapted Work Settings:** Equipment which will enable the student to participate and function within the academic and vocational education setting, e.g., prosthetic devices, specialized equipment for deaf or blind persons, etc.; and the modification in work settings to permit access by handicapped persons.

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES Status and Priority
1. Appraisal Materials and Equipment	• Establish an appraisal procedure and materials review team with representatives from the administration, secondary classroom teachers, psychologists/diagnosticians, and materials specialists. • Establish criteria for selection of appropriate appraisal tools. • Locate and evaluate appraisal materials available from business and industry which can impact the specific work needs of students. • Establish a centralized collection of appraisal materials or a process for locating materials in district which relate to specific secondary student needs. • Provide a comprehensive referral and appraisal approach for secondary level students. • Outline suggestions for informal appraisal procedure; i.e., observation, informal reading inventories, teacher-created appraisal, etc. • Provide appropriate space and equipment for vocational assessments; i.e., work sample, job tryout stations, etc. • Provide or develop appropriate behaviorally oriented checklist for evaluation of job performance. • Locate and evaluate materials which are correlated to other materials or management systems for secondary materials; e.g., System FORE, Fountain Valley, etc. • Establish a centralized collection of all materials and equipment or a process for identification and location in the district/intermediate unit related specifically to secondary handicapped students' needs.	Local appraisal review committee members are: • • • • • • • Review committee reports on: • Criteria for selection • Annotated listing of appraisal materials • Recommended referral procedure • Informal appraisal approach • Procedure for and location of vocational assessment • Checklist for on-the-job performance • Comprehensive appraisal approach for secondary students • Annotated listing of all materials and equipment for secondary handicapped students available to all secondary level teachers. • Procedure for accessibility to all materials and equipment for teachers.

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES Status and Priority
	• Establish a secondary textbook/course selection screening committee to review existing and recommended textbooks and courses. • Textbook/course screening committee members should include secondary teachers of the handicapped, secondary curriculum personnel, media/materials person in special education, vocational educator, and one administrator—preferably a secondary principal. • Committee establishes criteria for selection of appropriate materials. Criteria to include: interest level; type of approach, e.g., visual, auditory; durability/portability; accuracy in approach, e.g., correct information in a suggested reading; reading level; motivating for teacher and student; conceptual level, e.g., if taped, could the student understand the material?, etc. • Determine what existing and recommended textbooks/courses are available to higher functioning or sensory impaired handicapped youngsters. • Determine which existing or recommended textbooks/courses require adaptation to be useable for handicapped students. • Determine which existing or recommended textbooks/courses are not useable for handicapped students and provide alternative source assistance, e.g., tapes, tutors, remedial materials, alternate course selection, etc. • Determine needed but unavailable equipment and materials which need to be developed for use with secondary level handicapped students. • Provide an annotated list of recommended textbook/courses for secondary handicapped students including adaptations and alternatives as reported from the textbook/course screening committee.	Textbook / Course Screening Committee members are: • • • • • • Committee reports on • Criteria for selection • Annotated listing of textbooks/courses • appropriateness for handicapped students • textbooks/courses requiring adaptation • alternative source materials/courses • development needs • Inservice training recommendations on materials

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES Status and Priority
	• Provide for training and follow-up in use of specific materials/techniques/equipment for secondary regular and special education teachers. • Provide development materials specific to the more limited academic needs of lower functioning students. • Determine the correlation of academic materials to vocational preparation materials. • Identify and provide materials and equipment for postgraduation instruction in academic areas as follow-up needs occur.	
2. Social/Adaptive Behavior Materials and Equipment	• Identify and supply materials for development of self-help skills; i.e., eating, dressing, grooming, hygiene, etc. • Provide a group living home or simulated living situations to train handicapped secondary level students for semi-independent or independent living. • Coordinate training in group living home to existing facilities in the community to make preparation as realistic as possible. • Identify and utilize materials-equipment resources available in schools (e.g., business, home economics, functional math classes, etc.) and in the community relative to economics; e.g., budgeting, housing, banking, purchasing, bookkeeping, etc. • Explore community for available materials, equipment, and programs for leisure time activities and recreation. • Develop a resource file of actual incidents, positive and negative, of on-the-job and social situations; use with students for role playing and discussions. • Determine significant life situations and identify materials which assist in training in these areas. For example,	Group home Leisure time resources Resource file on job and social situations

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES Status and Priority
	• Driver's license • Identification card (if not a driver) • Peer relationships (social and on-the-job) • Sex education • Dating, marriage and family development • Community involvement • Job seeking, applications and interviews • Determine materials and equipment for post-graduation follow-up training as needed to parallel the programs provided.	
3. Prevocational/Vocational Materials and Equipment	• Identify and utilize an advisory council to assist in collecting materials, equipment, and future job tryout and placement sites in the community. Council should include business and industry personnel, parents, educators, community leaders, school administrators. • Identify materials and equipment related to: • knowledge of available jobs • knowledge of how to seek jobs • student resumes for use in job applications • knowledge of interview process • knowledge of appropriate and inappropriate job behavior and dress • application for jobs • acquisition of skills demanded on the job • Identify materials and equipment necessary to develop job training programs within the school, e.g., food service training program. • Identify materials and equipment necessary to develop job training programs/sites outside the school, e.g., assembly line operation. • Determine materials and equipment which can be utilized from various related services, e.g., sheltered workshops, vocational rehabilitation counselors, etc. • Identify and procure materials and equipment available from organizations such as Chamber of Commerce, Department of Labor, National Alliance of Businessmen, President's Committee on Employment of the Handicapped, etc.	• Advisory council members are: • • • • • • • Sample newspaper ads, job announcements, etc. • Sample work applications • Outline for student resume • Tapes for video of simulated job interviews

COMPONENTS CHECKLIST	RECOMMENDED PRACTICE	LOCAL RESOURCES STATUS AND PRIORITY
	• Determine materials and equipment for follow-up training to promote and refine present job skills and the learning of new ones.	
4. Adaptive Equipment and Adapted Work Setting (equipment which will enable the student to participate and function within the academic and vocational education setting; e.g., prosthetic devices, specialized equipment for deaf or blind, modification in work setting, etc.)	• Use Advisory Council to: • Assist in determining and recommending adaptations of job-seeking process required for specific types of handicapped individuals, e.g., application forms for blind student. • Assist in determining and recommending adaptations in job/skill training required for specific types of handicapped individuals, e.g., lower work bench for person confined to wheelchair. • Assist in determining criteria for selection of adaptive equipment and modifications. Sample criteria might include: • safety • time and cost involved in repair • durability • portability • cost • Assist in talking with prospective employers regarding the need for adapting work situations, entrances, etc. • Determine adaptive equipment and funds available from outside school setting, e.g., Vocational Rehabilitation and community service organizations. • Procure and utilize Office of Safety and Health Administration (OSHA) standards in seeking job tryout and placement sites in the community. • Read Section 504 of Vocational Rehabilitation Act of 1973, Nondiscrimination on Basis of Handicap. • Determine adaptive equipment/adapted work setting for follow-up needs of handicapped employees.	

APPENDIX B

Vocational Assessment Materials

Easter Seal Workshop
858 Stanton Road
Burlingame, CA 94010
Phone: 692-3377

Easter Seal Rehabilitation Center
1764 Marco Polo Way
Burlingame, CA 94010
Phone: 697-8924

REFERRAL FOR SERVICES

Client: Ronald M. Case Manager: Sue Lebow

Date Referral: Sept. 5, 1978 Date Set for Intake: Sept. 18, 1978

Referred by: San Mateo Union H.S. District Phone: 348-8834

Services Requested: Work Sample XX Situational Assessment (Work Evaluation) _____

Work Experience _____ Speech Therapy _____ Physical Therapy _____ Orthoptics _____

Presenting Problem (any vocational or social history, disability, or other background information):

18 year old senior in high school

was in car accident last year resulting in brain damage; limitation of right foot and left leg

limited work history (summer jobs as kitchen help)

interested in printing, real estate sales

has difficulty staying with tasks

Questions of Concern (specific questions to be answered or suspected problems):

1. How is client's concentration and attention span?
2. How is his ability to follow directions?
3. What kinds of activities does he handle best?
4. How does he relate with the supervisor and co-workers?
5. _____

Remarks: _____

	Encl.	Sep. Cover		Encl.	Sep. Cover
*Medical Reports	X		Employment Record		
Psych/Social Info.	X		Authorization	X	
Intake Summary	X		Other test scores	X	

NAME Ronald M.

** the work sample scores are in terms of accuracy only; speed was very low

SUMMARY PROFILE

CATEGORY	PERSONALITY	INTEREST	ACHIEVEMENT	INTELLIGENCE	APTITUDE	DEXTERITY	WORK SAMPLE **	OTHER
Superior Very High 130 -150% 90%ile	impatient ambitious (16 PF)	domestic arts office pract. law/politics public speak. merchandising (STRONG)					small tools size discrimination numerical sorting filing indep. prob. solv. soldering	
Above-Average High 105 - 125% 66 - 89%ile	conscientious						whole body range	
Average Entry Level 70 - 100% 35 - 65%ile			Read. Comprc.: gr. 12.9 Read. Recog.: gr. 10.6 Math: gr. 8.4 Spell: gr. 8	Dull normal (SLOSSON) abstract reason.			mail sorting multi-level sorting	
Below-Average Low 40 - 65% 11 - 33%ile		adventure military act.	(PIAT)	(RAVEN)		eye-hand fine	assembly eye-hand-foot coord.	
Inferior Very Low 5 - 35% 1 - 10%ile						gross	bookkeeping tri-level meas. # handling integrated peer electrical circuitry	

Behavior observations: easily angered & suspicious; did not listen to instructions; impatient; easily distracted; very slow-moving; required a lot of supervision on complicated assignments as he was easily confused; often late; unruly hair; wore same clothes every day, yet drove a Triumph; continually walked out of the room without explanation, and requested many breaks; mentioned has "photographic memory" when he can hear things on tape as opposed to reading; reportedly in much pain; not much physical endurance;

50

51

Easter Seal Society

for Crippled Children and Adults of *San Mateo County, Inc.*

Rehabilitation Center
1764 Marco Polo Way

Rehabilitation Workshop
858 Stanton Road

Burlingame, California 94010
Phone: 697-8924 (Area Code 415) Phone: 692-3377

Executive Director
P. Lee Mason

Accredited by the Commission on Accreditation of Rehabilitation Facilities

THE EVALUATION UNIT

PERSONALITY TESTS

1. Gordon Personal Inventory - measures cautiousness, original thinking, personal relations, vigor.
2. Gordon Personal Profile - measures ascendancy, responsibility, emotional stability, sociability.
3. Survey of Personal Values - measures values that determine how an individual copes with everyday problems.
4. Survey of Interpersonal Values - measures critical values involving the individual's relationship with others.
5. California Life Goals - measures life goals defined as "future oriented" attudes.
6. California Psychological Inventory - measures social interaction.
7. Work Environment Preference Schedule - assesses the ability to work in a bureaucratic company.
8. Rotter's Incomplete Sentence Blank - allows the individual free expression.
9. Vocational Preference Inventory - yields a broad range of information about the individual.
10. 16 PF - assesses sixteen personality factors; test is available in Spanish and two reading levels.

INTEREST TESTS

1. Kuder - indicates interest in ten broad areas
2. Geist Picture Interest Inventory - is a non-verbal interest measure.
3. Picture Interest Inventory - is a non-verbal interest survey of six areas.
4. Gordon Occupational Checklist - is a non-academically oriented interest test.
5. WRIOT - is a non-verbal interest test.

INTEREST TESTS

6. Strong-Campbell Interest Inventory - includes general occupational themes and basic interests

ACHIEVEMENT

1. Gates-MacGinitie Reading Test - a timed test of reading speed, accuracy, vocabulary comprehension.

2. Personnel Tests for Industry - measures competence in verbal and numerical skills

3. ABLE - measures vocabulary, reading, spelling math.

4. WRAT - measures spelling, math and reading.

5. PIAT - a non-verbal achievement test measuring math, reading recognition, reading comprehension, spelling, general information.

6. Oral Directions - assesses general ability to follow directions recited from a cassette tape.

7. Adaptability - measures mental alertness or ability to follow directions.

8. College Qualification Test - three ability tests used by colleges in admission and placement.

APTITUDE

1. General Clerical Test - measures aptitude for important clerical jobs.

2. Short Employment Test Battery - is a clerical aptitude test.

3. *Flanagan Aptitude Classification Test - measures aptitude in thirty-one areas.

4. Bennett Mechanical Comprehension Test - measures the ability to perceive the relationship of physical forces and mechanical elements in practical situations.

5. *Bennett Mechanical Comprehension Test, Spanish Edition - same as above.

6. Graves Design Judgment Test - measures certain components of aptitude for the appreciation and production of art structure.

7. Revised Minnesota Paper Form Board Test - is a non-verbal mechanical ability test requiring the capacity to visualize and manipulate objects in space.

8. Differential Aptitude Test - measures general scholastic aptitudes.

9. Appraisal of Occupational Aptitudes - measures clerical aptitude.

INTELLIGENCE

1. Revised Beta Exam - is a strictly timed non-verbal measure of general mental ability.

2. Raven's Standard Progressive Matrices - is an untimed assessment of intellectual ability requiring abstract reasoning.

3. Army General Classification Test - is a verbal measure of general intelligence.

*On order

INTELLIGENCE

4. Slosson Intelligence Test - is an individual oral intelligence test.

5. *Western Personnel Test, Spanish Edition - is a five minute general intelligence test.

DEXTERITY

1. Bennett Hand-Tool Dexterity Test - measures proficiency in using mechanic's tools.

2. Minnesota Rate of Manipulation Test - measures gross movements of hands involving use of wrist.

3. Purdue Pegboard - measures finger dexterity.

4. Crawford's Small Parts Dexterity Test - measures fine eye-hand coordination.

OTHER TESTS

1. Memory For Design Test - measures perceptual-motor coordination and is a sensitive indicator of brain damage.

2. Survey of Study Habits and Attitudes - in relation to academic pursuits.

3. Daily Living Skills - measuring skills necessary for daily functioning.

4. Blueprint Reading

5. Cardpunch Operator - a shortly timed non-verbal test requiring cross-matching and quality control.

WORK SAMPLE SYSTEMS

1. *WREST - is a horizontal test of achievement that can be used to confirm or reject diagnosis of mental retardation; consists of ten easy, homogeneous performances found in manual and clerical job situations in commerce, industry and service: folding, stapling, packaging, measuring, assembling, tag stringing, pasting, collating, color and shade matching, and pattern matching.

2. Valpar - sixteen units measuring universal worker characteristics, keyed to the Dictionary of Occupational Titles.

    1. Small Tools
    2. Size Discrimination
    3. Numerical Sorting
    4. Upper Range of Motion
    5. Clerical
    6. Independent Problem Solving
    7. Multi-Level Sorting
    8. Assembly
    9. Whole Body Range of Motion
    10. Tri-Level Measurement
    11. Eye-Hand-Foot Coordination
    12. Soldering
    13. Money Handling
    14. Integrated Peer Performance
    15. Electrical Circuitry
    16. Drafting

3. *JEVS - designed to reflect the primary skills inherent in actual jobs twenty-eight units grouped into ten worker trait groups:

    1. Handling - nut, bolt and washer assembly; rubber stamping; washer threading; budgette assembly; sign making.

*On order

2. Sorting, Inspecting, Measuring and Related Work - tile sorting; nut packing; collating leather samples.

3. Tending - grommet assembly

4. Manipulating - union assembly; belt assembly; ladder assembly; metal square fabrication; hardware assembly; telephone assembly; lock assembly.

5. Routine Checking and Recording - filing by number; proofreading.

6. Classifying, Filing, Related Work - filing by three letters, nail and screw sorting; adding machine; payroll computation; computing postage.

7. Inspecting and Stock Checking - resistor reading

8. Craftsmanship and Related Work - pipe assembly

9. Costuming, Tailoring and Dressmaking - blouse making; vest making.

10. Drafting and Related Work - condensing principle.

*On order

WHAT ARE JEVS WORK SAMPLES?

hands-on assessment

JEVS Work Samples are hands-on activities designed to reflect the primary skills inherent in actual jobs. They are intended to be administered in 5 to 7 working days, in a simulated work setting, with a maximum of 6 clients/students per evaluator. This enhances the validity of the evaluation results. Work Samples are particularly valuable in assessing the potential of persons for whom pencil or paper and pencil tests are inappropriate.

The battery of Work Samples enables the trained evaluator to identify:

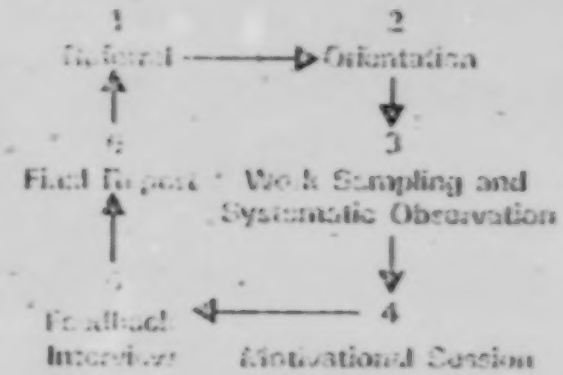
SKILLS - *vocational skills* such as dexterities, perceptual abilities, direction following abilities, and numerical abilities.

BEHAVIORS - *work related behaviors* such as punctuality, attention span, and supervisory and co-worker interaction.

INTERESTS - *interests* such as a preference for working with tools, clerical detail, routine work, or problem solving work.

HOW DOES THE JEVS WORK SAMPLE SYSTEM WORK?

The JEVS Work Sample System provides exposure to a variety of vocational possibilities through the process of evaluation including:



Work Samples are arranged in a hierarchy of increasing complexity. Results are directly related to the following Worker Trait Groups in the Dictionary of Occupational Titles:

- Handling (.887)
- Sorting, Inspecting, Measuring and Related (.687)
- Tending (.885)
- Manipulating (.884)
- Routine Checking & Recording (.688)
- Classifying, Filing & Related Work (.388)
- Inspecting & Stock Checking (.487)
- Craftsmanship & Related Work (.381)
- Costuming, Tailoring & Dressmaking (.361)
- Drafting and Related (.281)

WHAT IS INCLUDED IN THE PURCHASE OF THE JEVS WORK SAMPLE SYSTEM?

- **hardware** - durable, reusable hardware for 28 work samples (duplicate sets and spare parts are included)
- **training** - a one-week training session for your evaluator at JEVS in Philadelphia
- **consultation** - technical assistance at your location by a JEVS consultant
- **software** - detailed Handbooks and reporting forms
- **research** - normative data based on a national sample of over 1,100 clients and students
- **norms** - free local norming service

WHAT IS IT'S HISTORY?

JEVS began developing Work Samples during the late 1950's, as a tool for evaluating the capabilities of its own rehabilitation clients. From 1967 to 1973 the U.S. Department of Labor sponsored JEVS' Work Sample research and the establishment of Work Sample units in Manpower facilities throughout the United States. Subsequently, the U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration, supported the use of JEVS' Work Samples in rehabilitation facilities. JEVS is now assisting many organizations in their Work Sample activities. Currently, hundreds of clients and students are evaluated annually using Work Samples.

THE VALPAR COMPONENT WORK SAMPLE SERIES

1. Small Tools (mechanical): Measures understanding of small tools and ability to work with them. Design presents challenge of working in small, confined spaces using fingers and hands, with work often blocked from view. Performance indicates ability to successfully complete jobs requiring varying degrees of ability in using small tools and understanding their functions.

   Best relates to Dictionary of Occupational Titles worker traits arrangement groups .281 through .884.

   Price: $445.00 F.O.B. Tucson*

2. Size Discrimination: Measures ability to perform tasks requiring visual size discrimination. Also provides insight into problem solving, work organization, ability to follow instructions, and psychomotor coordination. Performance indicates ability to work successfully in occupations requiring visual size discrimination.

   Best relates to Dictionary of Occupational Titles worker traits arrangement groups .781 and .884.

   Price: $390.00 F.O. B. Tucson*

3. Numerical Sorting: Measures ability to perform work tasks requiring sequential sorting of a combined numerical/alphabetical problem. Also provides insight into spacial and form perception, accuracy, and attention to detail in transferring data.

   Relates best to Dictionary of Occupational Titles worker traits arrangement groups .484 through .688.

   Price: $390.00 F.O.B. Tucson*

4. Upper Extremity Range of Motion: A non-medical measurement of upper extremity range of motion including shoulders, upper arms, forearms, albows, wrists, and hands. Provides insight into factors such as neck and back fatigue, finger dexterity, and finger tactile sense. Indicates ability to succeed in occupations in which upper extremity range of motion is an important factor.

   Corresponds to Physical Demands 4 and 6 of Dictionary of Occupational Titles found in thousands of jobs calling for reaching, handling, fingering, feeling, and seeing.

   Price: $340.00 F.O.B. Tucson*

5. Clerical Comprehension and Aptitude: Features three separate work samples in one. Measures basic clerical aptitude and ability to perform a variety of basic clerical tasks including telephone answering, mail sorting, alphabetical filing, bookkeeping, typing, and the ability to communicate effectively both verbally and in writing. Can also be used as a screening device for many entry-level general clerical jobs.

   Best relates to Dictionary of Occupational Titles worker traits arrangement groups .138 through .878.

   Price: $740.00 F.O.B. Tucson*

---

* Note: All prices F.O.B. Tucson ("Free on Board"). Purchaser must pay shipping costs from Tucson, Arizona, to destination. Shipping cost information may be obtained from VALPAR Corporation and shipping costs can be added to your purchase order.

6. Independent Problem Solving: Measures ability to perform tasks requiring visual comparison and proper selection of abstract designs. Performance indicates ability to make rapid comparisons and solve problems. Through the modality of shapes and colors this work sample measures the ability to work within prescribed standards and specifications and the exactness and attention to minute detail in reviewing records and avoiding errors.

   Relates best to Dictionary of Occupational Titles worker traits arrangement groups .138 through .884.

   Price: $370.00 F.O.B. Tucson

7. Multi-Level Sorting: Measures decision-making ability while performing tasks requiring physical manipulation and visual discrimination of colors, color-numbers, color-letters, and combinations of the three. Indicates intensity and level of job supervision needed, and provides insight into entry and achievement levels within specific jobs.

   Relates best to Dictionary of Occupational Titles worker traits arrangement groups .281 through .884.

   Price: $490.00 F.O.B. Tucson

8. Simulated Assembly: Measures ability to work at an assembly task requiring repetitive physical manipulation and evaluate bilateral use of upper extremities. Work sample is characteristic of assembly operations in which material moves toward and away from workers. Excellent determinant of standing and/or sitting tolerance.

   Best relates to Dictionary of Occupational Titles worker traits arrangement groups .885 through .887.

   Price: $740.00 F.O.B. Tucson

9. Whole Body Range of Motion: A non-medical measurement of gross body movements of the trunk, hands, arms, legs, and fingers as they relate to the functional ability to perform job tasks. Provides insight into relationship of gross body movements to finer manual dexterities. Assesses ability to successfully perform gross and fine finger dexterity tasks while in kneeling, crouching, stooping, bending, and stretching positions.

   Corresponds to Physical Demands 3, 4, and 6 of Dictionary of Occupational Titles as found in many occupations.

   Price: $540.00 F.O.B. Tucson

10. Tri-Level Measurement: Measures ability to perform inspecting and measuring tasks ranging from the very simple to the very precise. Performance indicates ability to succeed in jobs requiring varying degrees of measurement and inspection skills, and decision-making abilities. Measures ability to use independent judgment in following sequences of operations, selecting proper instruments, and the assuming of responsibility for attaining prescribed qualitative standards.

    Relates best to Dictionary of Occupational Titles worker traits arrangement groups .280 through .886.

    Price: $590.00 F.O.B. Tucson

11. Eye-Hand-Foot Coordination: Measures eye, hand, and foot coordination. Provides insight into individual concentration, learning, planning, spacial discrimination, and reaction to immediate positive and negative feedback. Administered in a sitting position.

    Relates best to Dictionary of Occupational Titles worker traits arrangement groups .281 through .887.

    Price: $525.00 F.O.B. Tucson

12. Soldering & Inspection (electronic): Measures ability to acquire and apply basic soldering techniques to tasks requiring varying degrees of precision. Provides insight into the ability to follow sequential verbal instructions and acquire new tool use skills. Performance indicates degree of ability to become a successful worker in jobs related to electronic assembly and soldering.

    Best relates to Dictionary of Occupational Titles worker traits arrangement groups .281, .781, and .884.

    Price: $490.00 F.O.B. Tucson

13. Money Handling: Measures ability to acquire and comprehend the basic principles relating to monetary transactions. Problems range from very simple to complex. Performance indicates degree of ability to perform activities of daily living and to succeed in occupations where the handling of money and monetary transactions are of importance.

    Relates best to Dictionary of Occupational Titles worker traits arrangement groups .138 through .488.

    Price: $550.00 F.O.B. Tucson

14. Integrated Peer Performance: While reflective of many assembly tasks, is designed primarily to stimulate interaction among workers. Varying levels of difficulty from work station to work station and that of the inspector station provide a wide range of assessment possibilities. The universal worker characteristics that relate to human interaction and behavior can readily be observed and actuarially scored.

    Best relates to Dictionary of Occupational Titles Oualifications Profile II Aptitudes K, F, M, C; IV Temperaments 1, 2, 3, 5, 8, 9; V Physical Demands 4, 5, 6.

    Price: $750.00 F.O.B. Tucson

15. Electrical Circuitry & Print Reading: Measures ability to understand, comprehend, and apply the principles and functions of electrical circuitry through the modality of electronic components. The universality of the work sample design provides insight into potential without basing performance exclusively on prior knowledge. Results indicate potential for success in an entry-level position in fields that require electrical circuitry and print reading skills.

    Best relates to Dictionary of Occupational Titles worker traits arrangement groups .131, .281, .381, .687, and .884.

    Price: $450.00 F.O.B. Tucson

16. Drafting: Measures individual potential to compete in an entry-level position requiring basic drafting and print reading skills. The work sample is designed to accommodate a range of needs within the drafting industry from minimal expertise to sophisticated high level performance. Provides insight into the ability to visualize abstract problems and the acquisition of new tool use skills.

    Best relates to Dictionary of Occupational Titles worker traits arrangement groups .168, .188, .218, and .281.

    Price: $425.00 F.O.B. Tucson

OCCUPATIONS RELATED VALPAR WORK SAMPLE SYSTEM

The following is a partial list of occupations by work samples:

Valpar Component Work Sample 1, Small Tools (Mechanical) -

Automobile Mechanic	620.281
Brake Adjustor	620.884
Guage-and-Weigh Machine Adjustor	632.780
Office Machine Repairman	633.281
Air Conditioning Mechanic, Domestic	637.261
Vending Machine Repairman	639.381
Bicycle Repairman	639.884
Machine Setter	690.780
Assembly-Machine Set-Up Man	692.780
Bench Hand (Motor and Bicycles)	706.884
Appliance Repairman	723.884
Bench Worker (Jewelry)	735.381
Boilermaker	805.281
Automobile-Accessories Installer	806.684
Fit-Up Man	819.781
Television-Installation Man	823.781
Electrician	824.281
Aircraft Mechanic, Electrical and Radio	825.381
Plumber	862.381

Valpar Component Work Sample 2, Size Discrimination -

Janitorial Service	382.884
Farm Hand	411.885
Mill Helper, Mold Setter	502.884
Mold-Filling Operator	556.884
Calibrator	701.884
Mold Maker	777.781
Laying Out, Marking, Cutting and Punching (Match Up Cutter) (Rug Clipper)	781.884
Fitting, Bottling, Screwing (Assembler) (Reinforcing Ironworker)	801.884
Assembler, Production Line	809.884
Arc Welder	819.884
Repair, Large Household Appliances	827.884
Excavating, Grading, Paving and Related Occupations	859.884
Tile Setter	861.781
Awning Hanger	869.884
Packer	929.884
Bookbinder	977.781
Engraver	979.781

Valpar Component Work Sample 3, Numerical Sorting -

Loading Inspector	168.688
Automatic Data Processing-Machine Operators	213.588
Currency Sorter (Banking)	219.485

Coin Machine Operator (Banking)	219.588
Delivery Clerk	222.588
Mail Sorter	222.687
Counter-Weigher	224.487
Weigher and Charger	224.584
Express Messenger	231.687
Distribution Clerk	231.688
Scoreboard Operator	349.685
Clothes-Room Worker (Medical Service)	355.687
Sampler	554.484
Inspector, General	609.684
Balance Inspector	715.687
Job Putter-Up and Ticket Preparer	788.587
Parts-Checker and Distributor	788.687
Yardman, Building Materials	922.687
Darkroom Worker	976.687

Valpar Component Work Sample 4, Upper Extremity Range of Motion -

Cashiering (Drug Stores, Theaters, Restaurants, and Related Establishments)	.468
Inspecting and Stock Clerking	.382, .384,.387,.484,.487
Classifying, Filing, and Related Work	.388
Sorting, Inspecting, Measuring and Related Work	.484,.485,.487,.584,.585 .587,.683,.684,.685,.687
Routine Checking and Recording	.588,.688

Valpar Component Work Sample 5, Clerical Comprehension and Aptitude -

Wires-Transfer Clerk (Banking)	203.588
Typist	203,588
Correspondence Clerk	204.288
Policyholder's-Information Clerk	204.268
Records Custodian (Banking)	206.388
File Clerk I	206.388
Librarian Clerk	209.568
Audit Clerk	210.388
Desk Clerk	211.468
Timekeeper	219.388
Shipping Clerk I	222.138
Procurement Clerk	223.368
Office Boy (Girl)	230.878
Parcel-Post Clerk	231.388
Mail Clerk	231.588
Telephone Answering Service Operator	235.862
Dispatcher, Maintenance	239.388
Credit Reporter	249.368
Room-Service Clerk (Hotel & Restaurant)	324.878
Bus Dispatcher	913.168

Valpar Component System Work Sample 6, Independent Problem Solving -

Diet Clerk	079.588
Cataloger	100.388
Kitchen Food Checker	216.488
Food Checker	216.488
Shipping Clerk I	222.138
Parts Lister	229.388
Office Boy	230.878
Mail Clerk	231.588
Mail-Distribution-Scheme-Examiner	239.368
Counter Clerk	249.368
Counterman, Cafeteria	311.878
Food Assembler, Commissary Kitchen	319.884
Parts Inspector	628.648
Airplane-Dispatch Clerk	912.368

Valpar Component System Work Sample 7, Multi-Level Sorting -

Laboratory Tester	029.281
Photographer	143.282
Sample worker	223.884
Parking-Meter Collector	240.884
Salesman, Insurance	250.258
Salesman, Business Service	252.358
Salesman, Art	258.258
Salesperson, General	289.458
Salesman-Driver	292.358
Newsdealer Delivery Man	292.383
Coin-Vending-Machine Collector	292.483
Home-Lighting Advisor	299.258
Hair Stylist	332.271
Shoe Repairman	365.381
Motion-Picture Projectionist	960.382
Photoengraving	971.382

Valpar Component System Work Sample 8, Simulated Assembly -

Duplicating-Machine Operator IV	207.885
Cutter, Press Clippings	249.887
Continuous-Towel Roller (Laundering)	361.885
Dry-Cleaner Helper	362.886
Folding-Machine Operator	369.886
Farm Hand	404.887
Conveyor Loader I	525.887
Laborer, Pie Cakery	529.886
Injecting-Molding-Machine Tender	556.885
Liner Assembler	613.887
Machine Feeder (Electrical Equipment)	619.886
Beveling-Machine Operator	690 886
Motor Assembler	721.887
Toy Assembler, Plastic	731.887
Packing-Machine Can Feeder	920.886
Conveyer Operator	921.883
Conveyor-Line Operator, Automatic	929.782

Valpar Component System Work Sample 9, Whole Body Range of Motion -

Craftsmanship and Related Work	.281,.381
Precision Working	.781
Manipulating	.384
Feeding-Offbearing	.886
Technical Work, Science and Related Fields	.384
Investigating, Protecting and Related Work	.168,.268
Set Up and/or All-Round Machine Operating	.280,.380
Driving-Operating	.883

Valpar Component Work Sample 10, Tri-Level Measurement -

Oiling-Machine Operator	534.885
Extrusion-Press Set-up Man	557.782
Machinist I	600.280
Machine Set-up Operator	600.380
Inspector, Metal Fabricating	619.281
Office-Machine Service Man	633.281
Experimental Pressman	651.280
Injection-Molding Machine Off-Bearer	690.886
Eyelet-Punch Operator	699.885
Operating Table Assembler	706.381
Injector Assembler	706.884
Inspector, Mechanical and Electrical	710.384
Tester, Motors and Controls	721.281
Inspector, Brake Lining	776.687
Television-Installation Man	823.781
Plumber	862.381
Glazier	865.781
Maintenance Man, Factory or Mill	899.281

Valpar Component System Work Sample 11, Eye-Hand-Foot Coordination -

Laundry Laborer	361.887
Shoe Repairman	365.381
Heavy-Equipment Operator	424.883
Injection-Molding-Machine Operator	556.782
Milling-Machine Operator	605.885
Drill-Press Set-Up Operator	606.380
Punch-Press Operator	615.782
Offset-Press Man	651.782
Mender	787.782
Sewing Machine Operator	787.885
Sheet Metal Worker	804.281
Tow Truck Driver	919.883
Fork Lift-Truck Operator	922.883
Conveyor-Line Operator, Automatic	929.782

spatial perception to visualize arrangement and relationships of static or moving parts and assemblies represented in blueprints and diagrams; form perception as required in such activities as inspecting finished work to verify acceptability of surface finish; some combination of finger and manual dexterity and eye-hand coordination to use hand tools and manually controlled power tools when executing work to close tolerances; and disposition toward work of repetitive, routine nature.

Specific Occupations: VCWS 12 is primarily related to the following specific occupations in the Dictionary of Occupational Titles:

Solderer, Jewelry (manufacturer repair)	700.781
Bench Hand (telephone and telegraph) electrical and electronics equipment, machine shop fabricated metal items	706.884
Solderer-Assembler	706.884
Electronic-Scale Assembler and Tester	710.281
Solderer	715.884
Electronic-Sensing-Equipment Assembler	716.384
Assembler, carbon brushes (electrical equipment) Motor and Generator Brush Cutter	721.884
Electronics Assembler Developmental	726.281
Module Assembler (microelectronics, hearing aids, etc.)	726.884
Radio Transmitter Assembler	726.381
Assembler, electircal wire group (aircraft manufacturer)	728.884

Related Classifications: VCWS 12 is also closely related to the following worker traits arrangement groups:

Tending	.885
Feeding-Offbearing	.886
Handling	.887

The above worker traits arrangement groups are not meant to be an exhaustive list of the groups to which VCWS 12 relates. The specific occupations and related classifications should be

Valpar Component Work Sample 13, Money Handling -

Cashier I	211.368
Teller	212.368
Post Office Clerk	232.368
Money Counter	211.488
Account Analyst	219.388
Sorting Clerk	219.388
Accounting Clerk	219.488
Cashier II	211.468
Cashier, Change Booth	211.468
Sales Check Writer	243.468
Cashier-Checker	209.468
Sales Clerk	290.478
Coupon-Redemption Clerk	290.478
Loan Counselor	169.268
Special Agent, Group Insurance	169.168
Manager, Technical Service	189.268
Budget Consultant	096.268
Manager, Property	186.168
Loan Officer	186.288
Appraiser	191.288

Valpar Component Work Sample 14. Integrated Peer Performance

Manipulating	.884
Feeding-Offbearing	.886
Handling	.887
Art Work	.081
Sorting, Inspecting, Measuring &RW .484,.485,.487, .584,.585,.587,.683,.685, .687	
Artistic Restoration, Decoration &RW	.281, .381
Misc. Customer Service .863, .864, .865,.867,.873, .874, .877	
Accommodating Work	.868
Ushering, Messenger Service &RW	.878
Motion Picture Projecting, Photographic Mach. Work &RW	.282, .382
Projecting & RW	.868, .878
News Reporting & RW	.268
Switchboard Service	.862
Precision Working	.781
Crooning, Animal Farming, Gardening &RW	.181

Valpar Component Work Sample 15. Electrical Circuitry

Tester Systems	729.381
Tester, Motors & Controls	721.281
TV & Radio Repairer	720.281
TV Chassis Inspector	720.687
Developer-Prover, Electrical	825.381
Electrical Appliance Repairer	723.281
Electrical Appliance Servicer	827.281
Electrical Control Assembler	729.484
Electrical Inspector	825.381
Electrical Equipment Tester	729.381
Electrical Repairer	829.261

VCWS 15 con't

Electrician	[illegible].281
Electronics Assembler, Developmental	726.281
Electronic Scale Subassembler	726.884
Electrolysis Tester	821.381
Electromedical-Equipment Repairer	729.281
Electronic-Computer -Subassembly Supervisor	726.139
Electronics Mechanic	828.281
Elevator Repairer	829.281
Air Compressor Mechanic	622.884

Valtar Component Work Sample 16, Drafting

Drafting Clerk	249.281
Drafter, Aeronautical	002.281
Drafter, Apprentice	017.281
Drafter, Architectural	001.281
Drafter, Black & White	017.281
Drafter, Plumbing	017.281
Drafter, Refrigeration	017.281
Drafter, Structural	005.281
Drafter, Topographical	017.281
Drafter, Chief Design	017.168
Drafter, Civil	005.281
Drafter, Commercial	017.281
Drafter, Electrical	003.281
Drafter, Electronic	003.219
Drafter, Geological	010.281
Drafter, Heating & Ventilating	017.281
Drafter, Hull-Ballast Calculation	014.198
Drafter, Hull-Stress Calculation	014.138
Drafter, Landscape	019.281
Drafter, Map	017. 281
Drafter, Marine	014.281
Drafter, Mechanical	007.281
Drafter, Mine	010.281
Drafter, Oil & Gas	017.281

TABLE 2 - MTM*

Valpar Component Work Sample 8

MTM Standard %	# of Correct Assemblies	MTM Standard %
150	464	150
145	448	145
140	433	140
135	417	135
130	402	130
125	386	125
120	371	120
115	355	115
110	340	110
105	324	105
100	309	100
95	294	95
90	278	90
85	263	85
80	247	80
75	232	75
70	216	70
65	201	65
60	185	60
55	170	55
50	155	50
45	139	45
40	124	40
35	108	35
30	93	30
25	77	25
20	62	20
15	46	15
10	31	10
5	15	5

*Methods, Time, Motion (MTM) Standards developed under a contract with AES, Inc. - Engineering Consultants, Tucson, Arizona.

TABLE 2 - MTM*

Valpar Component Work Sample 11 - Trial 1

MTM Standard %	Points	Time	MTM Standard
150	67	105	150
145	65	115	143
140	63	126	140
135	61	136	135
130	58	147	130
125	56	157	125
120	54	168	120
115	52	178	115
110	49	188	110
105	47	199	105
100	44.95	209.40	100
95	43	220	95
90	40	230	90
85	38	241	85
80	36	251	80
75	34	262	75
70	31	272	70
65	29	283	65
60	27	293	60
55	25	304	55
50	22	314	50
45	20	325	45
40	18	335	40
35	16	346	35
30	13	356	30
25	11	366	25
20	9	377	20
15	7	387	15
10	4	398	10
5	2	408	5

*Methods, Time, Motion (MTM) Standards developed under a contrac with AES, Inc. - Engineering Consultants, Tucson, Arizona.

TABLE 3 - MTM*

Valpar Component Work Sample 13

Section "B" - Time & Errors

MTM Standard %	Time in Seconds	Errors	MTM Standard %
150	212	1	150
145	233		145
140	254		140
135	275		135
130	297		130
125	318		125
120	339		120
115	360		115
110	381		110
105	402	2	105
100	423.60	2.10	100
95	445		95
90	466		90
85	487		85
80	508		80
75	530		75
70	551		70
65	572		65
60	593		60
55	614	3	55
50	635		50
45	657		45
40	678		40
35	699		35
30	720		30
25	741		25
20	762		20
15	784		15
10	805	4	10
5	826		5

*Methods, Time, Motion (MTM) Standards developed under a contract with AES, Inc. - Engineering Consultants, Tucson, AZ.

TABLE 2 - MTM*

Valpar Component Work Sample 14

Level 1 - Time & Errors

MTM Standard %	Time in Seconds	Errors Insp.	Errors W.S.-1	Errors W.S.-2	Errors W.S.-3	Errors W.S.-4	Team Errors	MTM Standard %
150	378							150
145	416					1	5	145
140	454				1			140
135	491						6	135
130	529							130
125	567		2					125
120	605						7	120
115	643							115
110	680			2			8	110
105	718							105
100	756.00	.70	2.60	2.20	1.70	1.80	9.00	100
95	794							95
90	832					2	10	90
85	869		3					85
80	907				2		11	80
75	945							75
70	983							70
65	1,021			3			12	65
60	1,058	1						60
55	1,096						13	55
50	1,134							50
45	1,172		4				14	45
40	1,210							40
35	1,247					3	15	35
30	1,285							30
25	1,323				3			25
20	1,361			4			16	20
15	1,399							15
10	1,436		5				17	10
5	1,474							5

*Methods, Time, Motion (MTM) Standards developed under a contract with AES, Inc. - Engineering Consultants Tucson, AZ.

APPENDIX C

Job Analysis Profile

Job: _____

School: _____

Date: _____

JOB ANALYSIS PROFILE

Assessment/Appraisal Team:

_____

_____

_____

Special Need Indicators	min great	Assessment Resources
QUANTITATIVE/NUMERICAL SKILLS		
Count and Record		
Add/subtract		
Multiply/divide		
Measure		
General number use		
Money		
Other quantitative/numerical skills:		
VERBAL SKILLS		
Read		
Spell		
Record information		
Verbal communication		
Written communication		
Other verbal skills:		
COGNITIVE SKILLS		
Retention		
Sequence		
Attentiveness		
Planning ability		
Mechanical aptitude		
Transfer		
Other cognitive skills:		

Special Need Indicators	min great	Assessment Resources
PERCEPTUAL SKILLS		
Auditory discrimination		
Form perception		
Form discrimination		
Space perception		
Color perception		
Touch discrimination		
Other perceptual skills:		
LANGUAGE SKILLS		
Listening		
Nonverbal expression		
Technical vocabulary		
Grammatical expression		
Other language skills:		
PSYCHOMOTOR/PHYSICAL SKILLS		
Physical strength		
Hand-eye coordination		
Manual dexterity		
Mobility		
Other physical skills:		
SOCIAL SKILLS		
Sociability		
Cooperativeness		
Conformity		
Loyalty		
Safety		
Responsibility		
Sensitivity		
Other social skills:		

Special Need Indicators	min	great	Assessment Resources
OCCUPATIONAL INTERESTS			
Agriculture/Natural Resources			
Automotive and Power Services			
Construction/Manufacturing			
Graphics/Communications			
Food/Clothing/Child Care			
Health			
Office/Business			
Other or specific occupational interests:			

APPENDIX D

Learner Analysis Profile and Related Materials

Learner: Eddie (EMR)

School: _____

Date: _____

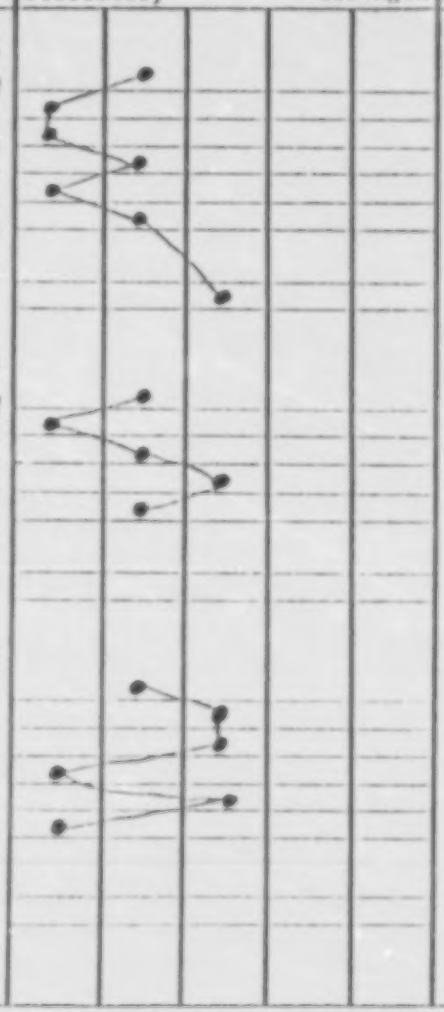
LEARNER ANALYSIS PROFILE

Assessment/Appraisal Team:

_____

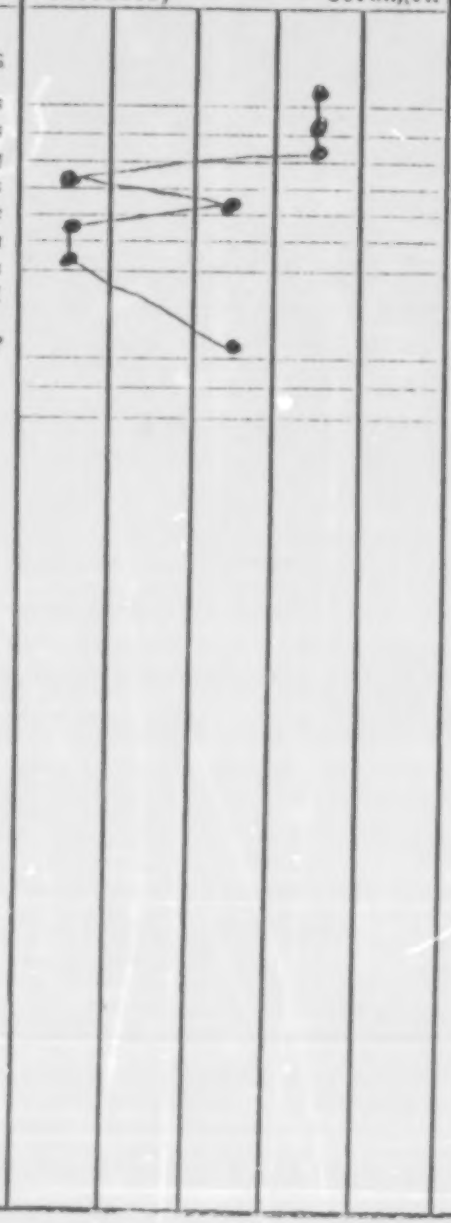
_____

_____



Special Need Indicators	Documentation/Observed Behavior
QUANTITATIVE/NUMERICAL SKILLS	
Count and Record	Eddie avoids anything involving counting. He recently was given a watch which he proudly wears and can use after careful instruction (the "say-do" method)
Add/subtract	
Multiply/divide	
Measure	
General number use	
Money	
Other quantitative/numerical skills: Can tell time	
VERBAL SKILLS	
Read	Prefers to chat with friends, but can read non-technical material slowly when necessary.
Spell	
Record information	
Verbal communication	
Written communication	
Other verbal skills:	
COGNITIVE SKILLS	
Intention	Seems to pay attention best when material is presented in clear, logical sequence. Deals best with facts - not principles.
Sequence	
Attentiveness	
Planning ability	
Mechanical aptitude	
Transfer	
Other cognitive skills:	

Special Need Indicators	Learning Difficulty ... Learning Strength	Documentation/Observed Behavior
PERCEPTUAL SKILLS		
Auditory discrimination		Seems to be pretty well aware of his surroundings. Notices changes in room arrangement, but annoyed when resources are rearranged.
Form perception		
Form discrimination		
Space perception		
Color perception		
Touch discrimination		
Other perceptual skills:		
LANGUAGE SKILLS		
Listening		Tends to be passive in conversation. Doesn't like to reveal ignorance by asking questions.
Nonverbal expression		
Technical vocabulary		
Grammatical expression		
Other language skills:		
PSYCHOMOTOR/PHYSICAL SKILLS		
Physical strength		Excels in physical activities — was on baseball team. Prefers outdoor activities — goes camping with Dad.
Hand-eye coordination		
Manual dexterity		
Mobility		
Other physical skills:		
SOCIAL SKILLS		
Sociability		Gets along well with instructors if they don't demand too much of him. Has been most friendly with Ms. Jones, who helped him to learn to tell time. Has been defensive when placed in positions where his academic weaknesses are publicly evident.
Cooperativeness		
Conformity		
Loyalty		
Safety		
Responsibility		
Sensitivity		
Other social skills:		

Special Need Indicators	Learning Difficulty / Learning Strength	Documentation/Observed Behavior
OCCUPATIONAL INTERESTS *Agriculture/Natural Resources* *Automotive and Power Services* *Construction/Manufacturing* *Graphics/Communications* *Food/Clothing/Child Care* *Health* *Office/Business* *Other or specific occupational interests:* warehouse		Has helped in summer at golf course, watering and fertilizing. Has made friends with older boy who is showing him how to fix bikes. Has stated that he likes to cook at home, and once brought in cookies he prepared. Has helped to distribute textbooks at beginning of school year. (Ms. Jones was involved and showed him how to count textbooks by sizing stacks against a specially marked yardstick).

Form I.2.1
(1 of 3)
Reproduction Master

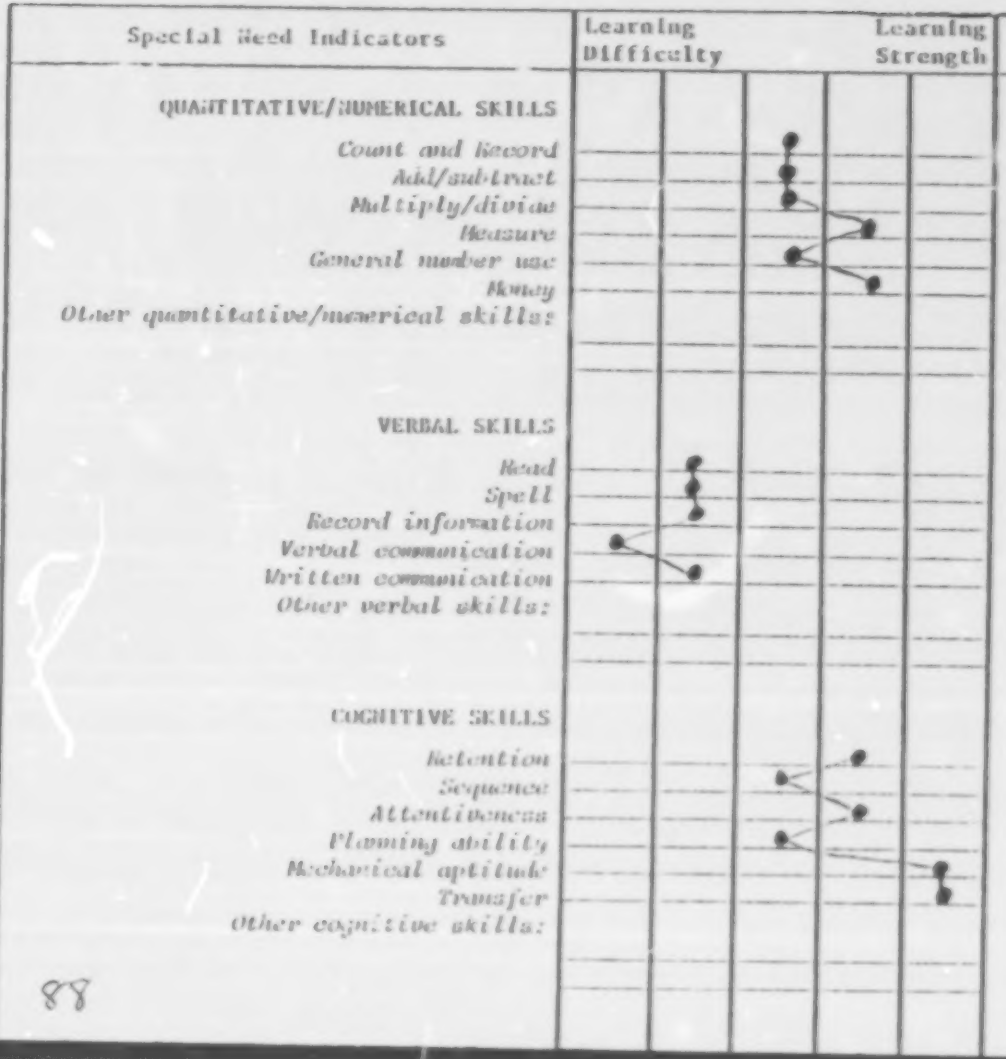
Learner: Buck (Deaf)

School:

Date:

LEARNER ANALYSIS PROFILE

Assessment/Appraisal Team:



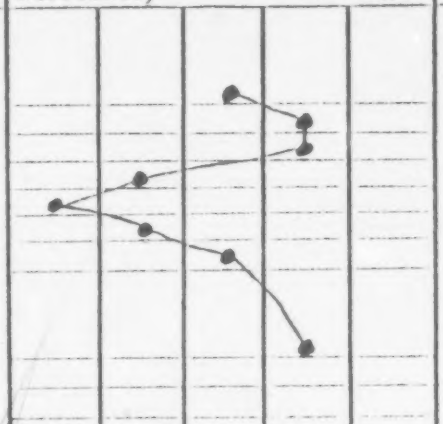
Documentation/Observed Behavior

Although Buck has not been outstanding in math in the school context, he has helped lay out metric measurements on the athletic field and has helped to collect donations for worthy causes.

Buck uses American Sign Language (ASL) as much as possible. His mother knows it as does his sister, neither of whom are deaf. At school he uses it with 2 deaf friends and the Spec. Ed. Teacher. His written communication is well below grade level and his speech is nearly unintelligible ... a fact he realizes, and which causes him to avoid speaking.

He seems to have an inclination toward making things (such as airplane models) from plans. He seems to read best when given diagrammatic supportive material.

Special Need Indicators	Learning Difficulty ... Learning Strength	Documentation/Observed Behavior
PERCEPTUAL SKILLS		
Auditory discrimination		Because of his deafness, Buck has had to rely on a keen awareness of visual cues.
Form perception		
Form discrimination		
Space perception		
Color perception		
Touch discrimination		
Other perceptual skills:		
LANGUAGE SKILLS		
Listening		Apart from his deafness and resulting lowered verbal skills, Buck seems to be able to communicate (nonverbally) as necessary to get his question or point across.
Nonverbal expression		
Technical vocabulary		
Grammatical expression		
Other language skills: ASL		
PSYCHOMOTOR/PHYSICAL SKILLS		
Physical strength		Buck is strong and well coordinated. He has a weight problem which does inhibit his maneuverability somewhat.
Hand-eye coordination		
Manual dexterity		
Mobility		
Other physical skills:		
SOCIAL SKILLS		
Sociability		He does not feel comfortable within hearing groups and has only one good hearing friend. His safety is influenced by the nature of the warning (audible vs visible).
Cooperativeness		
Conformity		
Loyalty		
Safety		
Responsibility		
Sensitivity		
Other social skills:		

Special Need Indicators	Learning Difficulty / Learning Strength	Documentation/Observed Behavior
OCCUPATIONAL INTERESTS *Agriculture/Natural Resources* *Automotive and Power Services* *Construction/Manufacturing* *Graphics/Communications* *Food/Clothing/Child Care* *Health* *Office/Business* *Other or specific occupational interests:* Welding		Buck likes to work with his hands, doesn't mind heavy work, and has expressed some interest in the welding shop (he expects to do some repair work on a quarter panel of a friend's car).

Form I.2.1
(1 of 3)
Reproduction Master

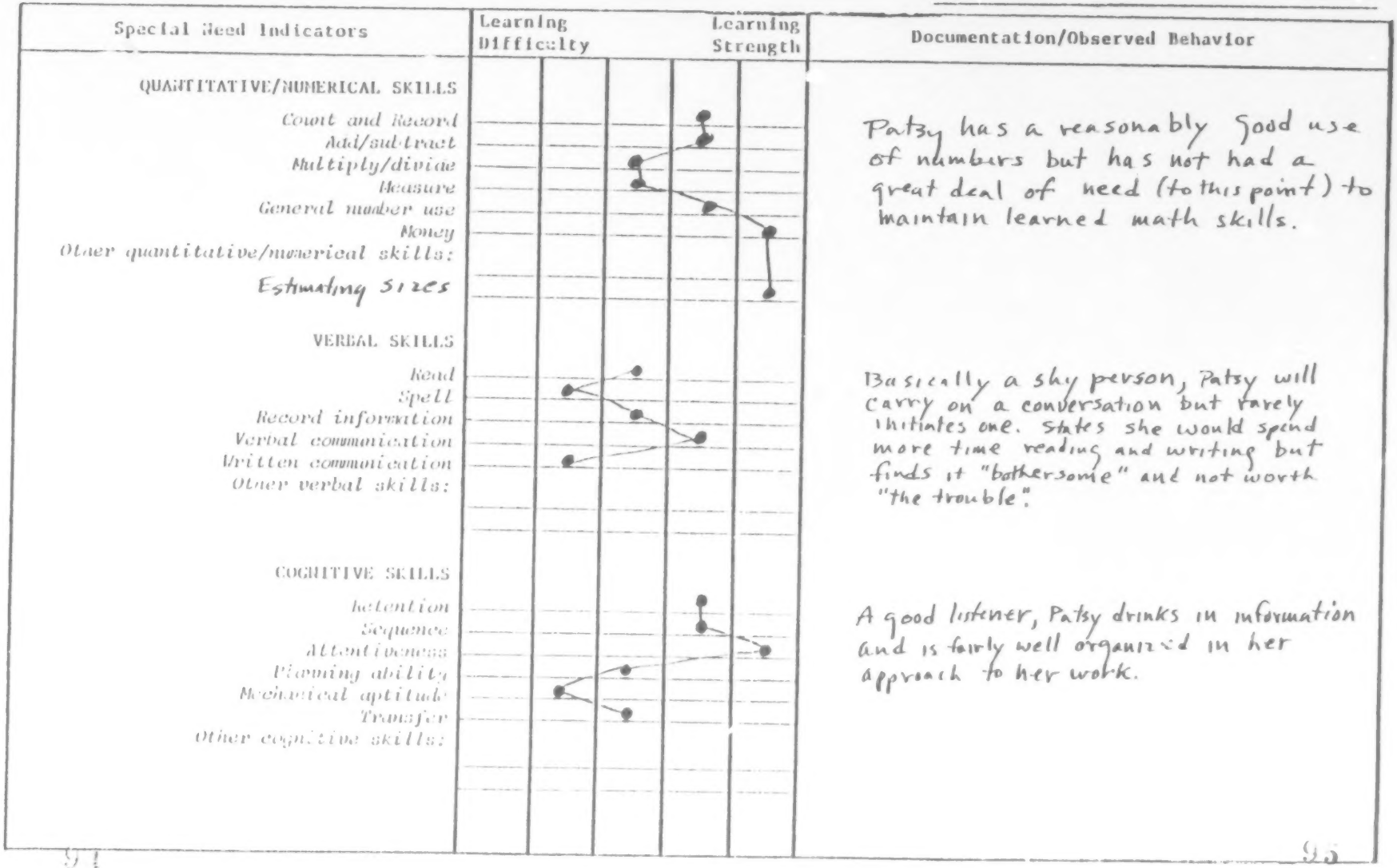
Learner: Patsy (Paraplegic)

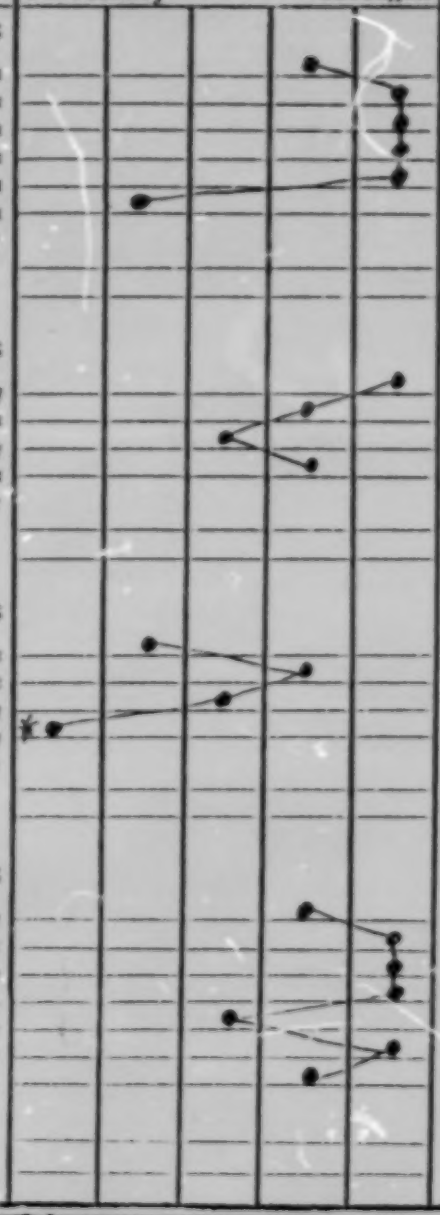
School:

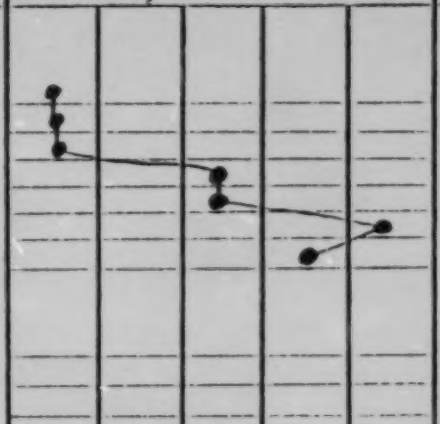
Date:

LEARNER ANALYSIS PROFILE

Assessment/Appraisal Team:


Special Need Indicators
Learning Difficulty
Learning Strength
Documentation/Observed Behavior
QUANTITATIVE/NUMERICAL SKILLS
Count and Record
Add/subtract
Multiply/divide
Measure
General number use
Money
Other quantitative/numerical skills:
Estimating sizes
VERBAL SKILLS
Read
Spell
Record information
Verbal communication
Written communication
Other verbal skills:
COGNITIVE SKILLS
Retention
Sequence
Attentiveness
Planning ability
Mechanical aptitude
Transfer
Other cognitive skills:
Patsy has a reasonably good use of numbers but has not had a great deal of need (to this point) to maintain learned math skills.
Basically a shy person, Patsy will carry on a conversation but rarely initiates one. States she would spend more time reading and writing but finds it "bothersome" and not worth "the trouble".
A good listener, Patsy drinks in information and is fairly well organized in her approach to her work.

Special Need Indicators	Learning difficulty ... Learning Strength	Documentation/Observed Behavior
PERCEPTUAL SKILLS		
Auditory discrimination		Some reduced sensitivity in her touch. Very much aware of her surroundings.
Form perception		
Form discrimination		
Space perception		
Color perception		
Touch discrimination		
Other perceptual skills:		
LANGUAGE SKILLS		
Listening		Able to understand and interpret complex instructions. Moderate in vocabulary, probably due to her infrequent reading habits.
Nonverbal expression		
Technical vocabulary		
Grammatical expression		
Other language skills:		
PSYCHOMOTOR/PHYSICAL SKILLS		
Physical strength		Uses motorized wheelchair. Excellent eye-hand coordination, but not quick.
Hand-eye coordination		
Manual dexterity		
Mobility		* Except in transportation, where Patsy has considerable independence due to her specially equipped van.
Other physical skills:		
SOCIAL SKILLS		
Sociability		Friendly, willing to learn, and tries very hard to follow through. Definitely does not want to be pitied or seen as "different," so tends not to ask for help even when she could benefit from it.
Cooperativeness		
Conformity		
Loyalty		
Safety		
Responsibility		
Sensitivity		
Other social skills:		

Special Need Indicators	Learning Difficulty ... Learning Strength	Documentation/Observed Behavior
OCCUPATIONAL INTERESTS		Patsy has an uncle who is a dentist. She has helped him occasionally and seems interested. She has some manipulative difficulties due to her lack of finger dexterity. She does persist, though, and can accomplish small motor tasks.
Agriculture/Natural Resources		
Automotive and Power Services		
Construction/Manufacturing		
Graphics/Communications		
Food/Clothing/Child Care		
Health		
Office/Business		
Other or specific occupational interests:		

Learner: Elvira (Emotionally Disturbed)

School: _____

Date: _____

LEARNER ANALYSIS PROFILE

Assessment/Appraisal Team:

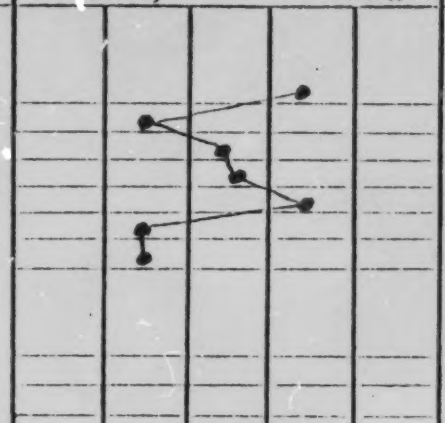
_____

_____

_____

Special Need Indicators	Learning Difficulty ← Learning Strength	Documentation/Observed Behavior
QUANTITATIVE/NUMERICAL SKILLS		
Count and Record		Most of Elvira's mistakes in math seem rooted in carelessness.
Add/subtract		
Multiply/divide		
Measure		
General number use		
Money		
Other quantitative/numerical skills:		
VERBAL SKILLS		
Read		Tends to be incomplete on most school work involving verbal skills. It is not so much that she can't do these things but rather that she doesn't bother completing things she starts.
Spell		
Record information		
Verbal communication		
Written communication		
Other verbal skills:		
COGNITIVE SKILLS		
Retention		Elvira's distractions have been least disruptive in course work where a pattern of activity is established. She has learned how to use checklists to keep track of her school work, but sometimes refuses to go on to the next task without being told to do so.
Sequence		
Attentiveness		
Planning ability		
Mechanical aptitude		
Transfer		
Other cognitive skills:		

Special Need Indicators	Learning Difficulty ... Learning Strength	Documentation/Observed Behavior
PERCEPTUAL SKILLS		These aspects of Elvira's functional skills are one of her greatest weaknesses, but could be a strength. Specifically, she is hypersensitive to all her surroundings, which often triggers over reactions. She can differentiate perceptually, but cannot screen out unwanted stimuli effectively. She has medication which she takes daily.
Auditory discrimination		
Form perception		
Form discrimination		
Space perception		
Color perception		
Touch discrimination		
Other perceptual skills:		
LANGUAGE SKILLS		Listens well only for very short time.
Listening		
Nonverbal expression		
Technical vocabulary		
Grammatical expression		
Other language skills:		
PSYCHOMOTOR/PHYSICAL SKILLS		Although she is strong enough and very energetic, Elvira doesn't coordinate very well... perhaps a combination of impatience and nervousness.
Physical strength		
Hand-eye coordination		
Manual dexterity		
Mobility		
Other physical skills:		
SOCIAL SKILLS		Elvira can be counted on to do the unexpected, suddenly reacting in a way that is disturbing to those around her. This has been one of the reasons she has few friends. Another seems to be her rudeness... an "I'm more important than you are" style which is used as a defense.
Sociability		
Cooperativeness		
Conformity		
Loyalty		
Safety		
Responsibility		
Sensitivity		
Other social skills:		

Special Need Indicators	Learning Difficulty / Learning Strength	Documentation/Observed Behavior
OCCUPATIONAL INTERESTS *Agriculture/Natural Resources* *Automotive and Power Services* *Construction/Manufacturing* *Graphics/Communications* *Food/Clothing/Child Care* *Health* *Office/Business* *Other or specific occupational interests:*		Elvira likes to do "quiet" things like sewing her own clothes and making flower arrangements. She has been camping and thinks that is interesting and fun. Vocational assessments are fairly contradictory for Elvira, so clear cut aptitudes aren't evident.

SEMESTER First (Dec.)

STUDENT Joe Karlmont

GROUP INSTRUCTOR

COUNSELOR

VOCATIONAL EVALUATION SCALE

I. BEHAVIORAL CHARACTERISTICS

Indicate the frequency with which the following characteristics are observed.
(4) Always (3) Usually (2) Sometimes (1) Never

A. SOCIAL AND PERSONALITY CHARACTERISTICS

	4	3	2	1
1. Appearance, well-groomed hair, shaving, clothing.	✓			
2. Hygiene. Clean teeth, fingernails, bathing.	✓			
3. Mannerisms. Exhibits normal gestures and speech habits.	✓			
4. Social Adjustment. Social behaviors in work and nonwork situations are acceptable to others.			✓	
5. Courtesy. Courtesy to coworkers, supervisors.		✓		
6. Teamwork. Cooperates in a work group.		✓		
7. Noninterference. "Minds his/her own business" at work.			✓	
8. Cheerfulness. Cheerful at work and socially.	✓			
9. Honesty. Appears not to lie, steal, or deceive.	✓			
10. Cooperation with the Supervisor. Gets along well with work supervisor.	✓			
11. Constructive Criticism. Accepts and profits from constructive criticism.		✓		
12. Independence of Supervision. Can work independently.	✓			
13. Self-appraisal. Judges his/her abilities realistically.		✓		

COMMENTS: Unusually well groomed considering blindness, and lacks blindness mannerisms (rocking, not "looking" at speaker). Generally is pleasant to be with but sometimes is critical to the point of bluntness. This has improved lately.

B. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS

	4	3	2	1
1. Attendance. Present at work as required.			✓	
2. Punctuality. On time for work, returning from breaks.		✓		
3. Follows Regulations. Follows employer's rules (calls in when absent, checks out for appointments).	✓			
4. Effort. Tries hard even though the ability required for a job may be lacking.	✓			
5. Initiative. Enterprising and resourceful on the job.	✓			
6. Dependability. Reliable and trustworthy on the job.	✓			
7. Adaptability. Adjusts to time pressures, meets deadlines.	✓			
8. Speed. Work rate is appropriate to the job.	✓			
9. Quality of work. Accurate and attentive to detail.	✓			
10. Completing job. Finished the assigned work.	✓			
11. Perseverence. Works continuously over normal periods.			✓	
12. Neatness. Good housekeeping habits in the work.		✓		
13. Carefulness. Careful with materials and property.		✓		
14. Economy. Economic use of time, energy, and materials.		✓		
15. Safety habits. Uses caution in activities which may be hazardous to himself/herself or others.	✓			

COMMENTS: Joe follows through on each vocational assessment task. His attendance has been spotty due to repeated visits to doctor. Needs rest (and bathroom) breaks more often than other students.

C. APTITUDES

	Excellent	Fair	Needs Improvement	
1. LEARNING ABILITY. Adapting to work routine.	✓			
2. FOLLOWS VERBAL INSTRUCTIONS. Understands simple spoken instructions.	✓			
3. FOLLOWS WRITTEN INSTRUCTIONS. Reads and follows simple written instructions, safety warnings, signs, labels.			✓	Brailled only
4. RETENTION. Remembers instructions, names, procedures, locations.	✓			
5. ATTENTIVENESS. Concentrates on a job and is not easily distracted.		✓		
6. PLANNING ABILITY. Able to plan work ahead.		✓		
7. DECISIVENESS. Independently decides among alternatives. Can reason and make judgments.	✓			
8. MECHANICAL APTITUDE. Demonstrates a working knowledge of mechanical principles.		✓		
9. COMPREHENSION. Understands the meaning or words and ideas associated with them.	✓			
10. COMMUNICATION. Uses words effectively when asking or answering questions.	✓			
11. RECORDING INFORMATION. Able to keep accurate production records.			✓	
12. COMPUTATION. Counts, adds and subtracts, etc. as required by the job.			✓	
13. MEASUREMENTS. Understands and correctly uses measuring instruments. Specify type.			✓	
14. SPACE PERCEPTION. Understands forms in space, relationships of plane and solid objects. Visualizes 2D and 3D objects.			✓	3D only, Not applicable for 2D
15. FORM PERCEPTION. Sees details of objects, pictures, graphs; makes visual comparisons for differences in shape, size.			NA	
16. COLOR DISCRIMINATION. Knows primary colors; sees similarities, differences, between shades.			NA	
17. HAND/EYE COORDINATION. Coordinates movements of eyes and hands, fingers; rapidly, accurately.		✓		
18. EYE/HAND/FOOT COORDINATION. Coordinates feet and hands in response to visual cues.			NA	
19. BIMANUAL COORDINATION. Both hands used in coordination. No impairment of one hand.		✓		
20. MANUAL DEXTERITY. Moves hands with ease, skill as in placing and turning motions.		✓		
21. FINGER DEXTERITY. Rapidly, accurately manipulates small objects with fingers.		✓		
22. HAND TOOLS. Uses with skill and safety. Specify type. *Various – Basic*			✓	

COMMENTS: *Could not get good assessment on #13, #22 since our equipment is not yet adapted for blind. (Orders will be placed in the spring.)*

II. WORK SITUATIONS

A. TEMPERAMENT

	Excellent	Fair	Needs Improvement
1. A variety of duties often characterized by frequent change.			
2. Repetitive or short cycle operations carried out according to set procedures or sequences.			
3. Doing things under specific instruction, with little room for independent action or judgment in solving job problems.			
4. Direction, control, and planning of an entire activity or the activities of others (e.g., a supervisor).			
5. Dealing with people in job duties beyond just giving and receiving instructions (e.g., a foreman, counselor, secretary).			
6. Working alone and apart in physical isolation from others, although the job may be integrated with that of others.			
7. Able to express and support their opinions, attitudes, or judgments about ideas or things.			
8. Performing adequately under stress when faced with the critical or unexpected, or taking risks.			
9. Making judgments and decisions on the basis of sensory criteria (e.g., taste) or on the basis of one's interpretation of feelings, ideas, facts, data, laws, etc.			

COMMENTS: _____

_____

_____

B. INTERESTS

	Very Interested	Moderately Interested	None
1. Activities involving things and objects.			
2. Activities involving business contact with people.			
3. Routine, concrete, organized activities.			
4. Working for the good of people (as in social welfare), or dealing with people and language in social situations.			
5. Increasing his/her prestige or obtaining the esteem of others.			
6. Activities involving others and the communication of ideas.			
7. Scientific or technical activities.			
8. Abstract or creative activities.			
9. Nonsocial activities using processes, machines, techniques.			
10. Activities resulting in tangibles, productive satisfaction.			

COMMENTS: _____

_____

_____

Student's specific vocational and job preferences, as determined by testing, observation, and evaluation, etc.

1.

2.

3.

4.

5.

III. GENERAL BEHAVIORAL PATTERNS

	Excellent	Fair	Needs Improvement
A. VOICE AND SPEECH			
1. Easy to understand.			
2. Constant and appropriate intonation.			
3. Volume, intensity, and pitch.			
4. Fluency (verbal expression of thoughts).			
B. POISE			
1. Self-esteem.			
2. Relaxed and comfortable in work setting.			
3. Acts appropriately in work setting.			
4. Acts appropriately during social interaction.			
C. ATTITUDE			
1. Works independently without trouble.			
2. Asks for assistance when needed.			
3. Asks constructive questions.			
4. Volunteers information.			
5. Is self-directed.			
D. ACCEPTANCE OF CRITICISM (Constructive vs Destructive)			
1. Self-effacing.			
2. Accepting but unable to produce change.			
3. Accepting and willing to produce change.			
E. RESPONSES TO CHANGES IN ROUTINE			
1. Adapts or adjusts readily to changes in routine.			
2. Exhibits a willingness to adjust to new situations without frustration or negative attitudes.			
F. TIME ORIENTATION			
1. Arrives at work on time.			
2. Returns from breaks, lunch, etc. on time.			
3. Stays on job until appropriate time to quit.			
G. RETENTION AND APPLICATION OF LEARNING			
1. Can pursue tasks involving similar skills with no further instructions.			
2. Can remember skills learned over an adequate period of time.			
3. Can apply verbal instructions to work situations without a demonstration.			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I. STUDENT IDENTIFICATION

Name Joe Karlmont Sex M ✓ F ___ I.D.# 1202

Birthdate 9/9/63 C.A. 15 Grade 10 Kdgn Entry Date ___

School Dawson H.S. Teacher Baker

Parents Margaret and Charles Karlmont

Address 99 Elm St. Phone 101 2101
Morganville

District of Residence E.H.S.D.

Primary Language of:
Home English Pupil English How Determined Interview/Observation

II. ASSESSMENT INFORMATION

Indicate Present Levels of Student Performance if Applicable -

Based on: Developmental Summary ✓ Nurse Parent Speech and Language Report N/A.

Psycho-educational Reports ✓ Psych Teacher Physician's Report (as needed)

Academic Achievement: (STANDARD TEST) Grade equivalent unavailable W.S. Reading 9.5, Spelling 9.0, Mathematics 9.2, Written language - N/A used Braille version of test.

Communication Development: Uses Braille for reading (known) and writing. He has high verbal fluency and is expressive. Good comprehension and command of language. Has entered national competitions (entered with School Name) and wins awards for his poetry. Sometimes will listen with attention, at other times distractable.

Social Adaptation: Has good sense of humor. Classmates/teachers feel at comfortable with placement. Tends to "put down" others at times, except when they are involved with his participation. Tries to manipulate conversation apparently trying to gain attention to himself.

ASSESSMENT INFORMATION - continued

Prevocational and Vocational: Has no clear idea about vocational alternatives open to him. So far, he has had no opportunities to visit businesses, encouraged to try any vocational work samples. Assignment to pre-vocational class might be beneficial.

Psychomotor: Immobilized from the waist down. Hydrocephalic, requiring some head support. Hands are small and fragile but well coordinated in movements. Must be in horizontal position periodically for rest periods and drainage.

Self-Help Skills: Maintains good appearance despite his blindness. Requires assistance for elimination.

III. PROGRAM INFORMATION

Special Education Program: Visually Impaired Date of Enrollment: 9/82

Projected Duration: Annual review Special Teacher: Dave

Rationale for Placement (least restrictive concept): Attends regular classes part day for academic subjects. Attends resource room for other periods.

Services to be Provided to Reg. Teacher: Consultation on his strengths, contracting and Braille support (Dave)

P.E. Program: N/A Prevocational: Once to date

Vocational: Once to date

Additional Support Services (Specify Date of Initiation and Duration and Personnel Responsible): Team & school records - annually 9/5/82 - Individual - Dave

IV. IMPLEMENTATION INFORMATION

Learning Styles:

Rate When the topic is interesting Joe learns quite rapidly

Modality Tactile - kinesthetic, verbal interaction, uses Braille somewhat limited by school resources in Braille

Learning Situation:

Time Begins to tire after ¼ hour on task

Interaction Works best alone or in tutorial context, but is quite vocal in group situations.

Place, Materials, etc. Seated where hearing conditions are good (may use Braille in classroom - some noise results)

Student Interests, Talents, etc. Likes storytelling, word games that are done orally

Behavior Strengths: Good reader. Willing to cooperate with teachers. Seems to feel he's "special" but somewhat immature in the way this is displayed

Effective Reinforcers: Positive, supportive statement. Awareness of his efforts

Special Instructional Media and Materials: Has learned (at an initial level) how to use the Optacon and is beginning to read some (not all) ink print materials (5 days/week this ½ hour) daily in the resource room

Personnel Responsible for Implementation of IEP: Jean Dale

V. MEETING INFORMATION

IEP Meeting Date _____ Interpreter Required: Yes____ No____

(Parent Signature) (Administrator Signature)

Attended Meeting: Yes____ No____ (Specialist/Teacher Signature)

(Pupil Signature) (Other: position)

(Other: Position)

VI. PRIORITIZED LONG RANGE GOALS AND PERIODIC OBJECTIVES Student Name Joe Parmont

LONG RANGE GOAL Develop vocational awareness & interests

Periodic Objective(s) By January 11, Joe should have completed:
(Specify time, observable behavior, evaluation conditions, and criteria.)

a) Career awareness orientation in the career center
b) skills assessment in the work evaluation center. Particular attention should be given to exploring Joe's ability with typing (could be related to a journalism elective in the Spring)
c) look for improvement in on-task time

Person Responsible B. Edwards - Business Education (Career education)

Date Established 9/7/78

Monitoring Goals and Objectives

Date:

Achieved

Reviewed

Revision Recommended

LONG RANGE GOAL Develop reading skills 2 grade levels

Periodic Objective(s) By January 11, Joe should have:
(Specify time, observable behavior, evaluation conditions, and criteria.)

a) increased his Braille reading speed from 60-75 WPM
b) developed his ability to read ink print materials with the aid of a tape to about 15 WPM. Emphasis should be placed on reading his own typewritten stories and other assignments
c) learned to detect 90% of the spelling errors on his typed papers

Person Responsible J. Davis - Special ed

Date Established 9/7/78

Monitoring Goals and Objectives

Date:

Achieved

Reviewed

Revision Recommended

VII. SHORT TERM OBJECTIVES

INDIVIDUAL INSTRUCTIONAL PLAN (SHORT TERM OBJECTIVES)

To be completed by personnel responsible for implementation.

DISTRICT/SCHOOL Davison H.S STUDENT'S NAME Joe Karlmont C.A. 15 DATE 9/20/78

LONG RANGE GOAL Develop Vocational Goals and Awareness (by June 1st)

PERIODIC OBJECTIVE a) By Nov. 1, complete the orientation process in career center
b) By Dec. 1, complete the testing of vocational aptitudes
c) By Jan. 1, complete job visits in areas of interest

LEARNING STYLE Emphasis on verbal interaction (orally), has modest tactile - Kinesthetic skills at present, but seems willing to learn

BEHAVIORAL STRENGTHS Energetic personality; attends well within limits of stamina

SHORT TERM OBJECTIVES (Section 3153 Title V Regulations 5-22-77)	INTERVENTION ACTIVITIES AND MATERIALS	MONITORING OF OBJECTIVES
a) Complete three exploratory career modules in fields of interest (self selected) b) obtain preliminary social/vocational evaluations on work attitudes + aptitudes (parts A,B,C of evaluation form) c) visit at least two local businesses where jobs exist related to his observed vocational aptitudes.	a) used existing collection in career center. - after materials are selected they will be brailled. (coordinate with local volunteer braillist group) b) Work samples (district made) Sets A, B, C. c) arrange ½ hr. to 1 hr. visits at local business firms, discuss typical job duties with employer (or personnel officer) together with Joe.	Person or persons responsible for implementation E. Rhine - Bus. Ed. Reviewed Date Achieved Date Revision (recommended)

SEMESTER _____

VOCATIONAL EVALUATION SCALE

STUDENT _____

GROUP INSTRUCTOR _____

COUNSELOR _____

I. BEHAVIORAL CHARACTERISTICS

Indicate the frequency with which the following characteristics are observed.
(4) Always (3) Usually (2) Sometimes (1) Never

A. SOCIAL AND PERSONALITY CHARACTERISTICS

	4	3	2	1
1. Appearance, well-groomed hair, shaving, clothing.				
2. Hygiene. Clean teeth, fingernails, bathing.				
3. Mannerisms. Exhibits normal gestures and speech habits.				
4. Social Adjustment. Social behaviors in work and nonwork situations are acceptable to others.				
5. Courtesy. Courtesy to coworkers, supervisors.				
6. Teamwork. Cooperates in a work group.				
7. Noninterference. "Minds his/her own business" at work.				
8. Cheerfulness. Cheerful at work and socially.				
9. Honesty. Appears not to lie, steal, or deceive.				
10. Cooperation with the Supervisor. Gets along well with work supervisor.				
11. Constructive Criticism. Accepts and profits from constructive criticism.				
12. Independence of Supervision. Can work independently.				
13. Self-appraisal. Judges his/her abilities realistically.				

COMMENTS: _____

_____

_____

B. WORK ATTITUDES AND WORK ADJUSTMENT FACTORS

	4	3	2	1
1. Attendance. Present at work as required.				
2. Punctuality. On time for work, returning from breaks.				
3. Follows Regulations. Follows employer's rules (calls in when absent, checks out for appointments).				
4. Effort. Tries hard even though the ability required for a job may be lacking.				
5. Initiative. Enterprising and resourceful on the job.				
6. Dependability. Reliable and trustworthy on the job.				
7. Adaptability. Adjusts to time pressures, meets deadlines.				
8. Speed. Work rate is appropriate to the job.				
9. Quality of work. Accurate and attentive to detail.				
10. Completing job. Finished the assigned work.				
11. Perseverence. Works continuously over normal periods.				
12. Neatness. Good housekeeping habits in the work.				
13. Carefulness. Careful with materials and property.				
14. Economy. Economic use of time, energy, and materials.				
15. Safety habits. Uses caution in activities which may be hazardous to himself/herself or others.				

COMMENTS: _____

_____

_____

C. APTITUDES

	Excellent	Fair	Needs Improvement
1. LEARNING ABILITY. Adapting to work routine.			
2. FOLLOWS VERBAL INSTRUCTIONS. Understands simple spoken instructions.			
3. FOLLOWS WRITTEN INSTRUCTIONS. Reads and follows simple written instructions, safety warnings, signs, labels.			
4. RETENTION. Remembers instructions, names, procedures, locations.			
5. ATTENTIVENESS. Concentrates on a job and is not easily distracted.			
6. PLANNING ABILITY. Able to plan work ahead.			
7. DECISIVENESS. Independently decides among alternatives. Can reason and make judgments.			
8. MECHANICAL APTITUDE. Demonstrates a working knowledge of mechanical principles.			
9. COMPREHENSION. Understands the meaning or words and ideas associated with them.			
10. COMMUNICATION. Uses words effectively when asking or answering questions.			
11. RECORDING INFORMATION. Able to keep accurate production records.			
12. COMPUTATION. Counts, adds and subtracts, etc. as required by the job.			
13. MEASUREMENTS. Understands and correctly uses measuring instruments. Specify type.			
14. SPACE PERCEPTION. Understands forms in space, relationships of plane and solid objects. Visualizes 2D and 3D objects.			
15. FORM PERCEPTION. Sees details of objects, pictures, graphs; makes visual comparisons for differences in shape, size.			
16. COLOR DISCRIMINATION. Knows primary colors; sees similarities, differences, between shades.			
17. HAND/EYE COORDINATION. Coordinates movements of eyes and hands, fingers; rapidly, accurately.			
18. EYE/HAND/FOOT COORDINATION. Coordinates feet and hands in response to visual cues.			
19. BIMANUAL COORDINATION. Both hands used in coordination. No impairment of one hand.			
20. MANUAL DEXTERITY. Moves hands with ease, skill as in placing and turning motions.			
21. FINGER DEXTERITY. Rapidly, accurately manipulates small objects with fingers.			
22. HAND TOOLS. Uses with skill and safety. Specify type.			

COMMENTS: _____

_____

_____

II. WORK SITUATIONS

A. TEMPERAMENTS

	Excellent	Fair	Needs Improvement
1. A variety of duties often characterized by frequent change.			
2. Repetitive or short cycle operations carried out according to set procedures or sequences.			
3. Doing things under specific instruction, with little room for independent action or judgment in solving job problems.			
4. Direction, control, and planning of an entire activity or the activities of others (e.g., a supervisor).			
5. Dealing with people in job duties beyond just giving and receiving instructions (e.g., a foreman, counselor, secretary).			
6. Working alone and apart in physical isolation from others, although the job may be integrated with that of others.			
7. Able to express and support their opinions, attitudes, or judgments about ideas or things.			
8. Performing adequately under stress when faced with the critical or unexpected, or taking risks.			
9. Making judgments and decisions on the basis of sensory criteria (e.g., taste) or on the basis of one's interpretation of feelings, ideas, facts, data, laws, etc.			

COMMENTS: _____

_____

_____

B. INTERESTS

	Very Interested	Moderately Interested	None
1. Activities involving things and objects.			
2. Activities involving business contact with people.			
3. Routine, concrete, organized activities.			
4. Working for the good of people (as in social welfare), or dealing with people and language in social situations.			
5. Increasing his/her prestige or obtaining the esteem of others.			
6. Activities involving others and the communication of ideas.			
7. Scientific or technical activities.			
8. Abstract or creative activities.			
9. Nonsocial activities using processes, machines, techniques.			
10. Activities resulting in tangibles, productive satisfaction.			

COMMENTS: _____

_____

_____

Student's specific vocational and job preferences, as determined by testing, observation, and evaluation, etc.

1.

2.

3.

4.

5.

III. GENERAL BEHAVIORAL PATTERNS

	Excellent	Fair	Needs Improvement
A. VOICE AND SPEECH			
1. Easy to understand.			
2. Constant and appropriate intonation.			
3. Volume, intensity, and pitch.			
4. Flueucy (verbal expression of thoughts).			
B. POISE			
1. Self-esteem.			
2. Relaxed and comfortable in work setting.			
3. Acts appropriately in work setting.			
4. Acts appropriately during social interaction.			
C. ATTITUDE			
1. Works independently without trouble.			
2. Asks for assistance when needed.			
3. Asks constructive questions.			
4. Volunteers information.			
5. Is self-directed.			
D. ACCEPTANCE OF CRITICISM (Constructive vs Destructive)			
1. Self-effacing.			
2. Accepting but unable to produce change.			
3. Accepting and willing to produce change.			
E. RESPONSES TO CHANGES IN ROUTINE			
1. Adapts or adjusts readily to changes in routine.			
2. Exhibits a willingness to adjust to new situations without frustration or negative attitudes.			
F. TIME ORIENTATION			
1. Arrives at work on time.			
2. Returns from breaks, lunch, etc. on time.			
3. Stays on job until appropriate time to quit.			
G. RETENTION AND APPLICATION OF LEARNING			
1. Can pursue tasks involving similar skills with no further instructions.			
2. Can remember skills learned over an adequate period of time.			
3. Can apply verbal instructions to work situations without a demonstration.			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I. STUDENT IDENTIFICATION

Name _____ Sex M___ F___ I.D.#_____

Birthdate_____ C.A._____ Grade_____ Kdgn Entry Date_____

School_____ Teacher_____

Parents_____

Address_____ Phone_____

_____

District of Residence _____

Primary Language of:

Home_____ Pupil_____ How Determined_____

II. ASSESSMENT INFORMATION

Indicate Present Levels of Student Performance if Applicable -

Based on: Developmental Summary_____ Speech and Language Report_____

Psycho-educational Reports _____ Physician's Report (as needed)

Academic Achievement:_____

_____

_____

_____

_____

Communication Development:_____

_____

_____

_____

_____

Social Adaptation:_____

_____

_____

_____

_____

ASSESSMENT INFORMATION - continued

Prevocational and Vocational: _____

_____

_____

_____

_____

Psychomotor: _____

_____

_____

_____

_____

Self-Help Skills: _____

_____

_____

_____

_____

III. PROGRAM INFORMATION

Special Education Program _____ Date of Enrollment _____

Projected Duration _____ Special Teacher _____

Rationale for Placement _____
(least restrictive concept)

_____

_____

_____

Services to be Provided to Reg. Teacher _____

_____

P.E. Program _____ Prevocational _____

Vocational _____

Additional Support Services _____
(Specify Date of Initiation and Duration
and Personnel Responsible) _____

_____

_____

IV. IMPLEMENTATION INFORMATION

Learning Styles:

Rate _____

Modality _____

_____

Learning Situation:

Time _____

Interaction _____

_____

Place, Materials, etc. _____

_____

_____

Student Interests, Talents, etc. _____

_____

_____

Behavior Strengths: _____

_____

_____

Effective Reinforcers: _____

_____

_____

_____

Special Instructional Media and Materials: _____

_____

_____

_____

Personnel Responsible for Implementation of IEP: _____

_____

V. MEETING INFORMATION

IEP Meeting Date _____ Interpreter Required: Yes_____ No_____

_____ _____
(Parent Signature) (Administrator Signature)

Attended Meeting: Yes_____ No_____ _____
(Specialist/Teacher Signature)

_____ _____
(Pupil Signature) (Other: position)

_____
(Other: Position)

VI. PRIORITIZED LONG RANGE GOALS AND PERIODIC OBJECTIVES Student Name _____

LONG RANGE GOAL _____

Periodic Objective(s) _____
(Specify time, observable behavior, evaluation conditions, and criteria.)

_____

_____

_____

_____

_____

_____

Person Responsible _____

Date Established _____

Monitoring Goals and Objectives

_____

Date: _____

Achieved _____

Reviewed _____

Revision Recommended _____

LONG RANGE GOAL _____

Periodic Objective(s) _____
(Specify time, observable behavior, evaluation conditions, and criteria.)

_____

_____

_____

_____

_____

_____

Person Responsible _____

Date Established _____

Monitoring Goals and Objectives

_____

Date: _____

Achieved _____

Reviewed _____

Revision Recommended _____

VII SHORT TERM OBJECTIVES

INDIVIDUAL INSTRUCTIONAL PLAN (SHORT TERM OBJECTIVES)

To be completed by personnel responsible for implementation.

DISTRICT/SCHOOL_____ STUDENT'S NAME_____ C.A.____ DATE_____

LONG RANGE GOAL_____

PERIODIC OBJECTIVE_____

LEARNING STYLE_____

BEHAVIORAL STRENGTHS_____

SHORT TERM OBJECTIVES (Section 3153 Title V Regulations 5-22-77)	INTERVENTION ACTIVITIES AND MATERIALS	MONITORING OF OBJECTIVES
		Person or persons responsible for implementation _____ _____ _____ Reviewed _____ Date _____ Achieved _____ Date _____ Revision (recommended) _____

MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION

Developing a Plan for action

MAINSTREAMING THE HANDICAPPED IN VOCATIONAL EDUCATION

PREPARED BY
ROBERT WEISGERBER

PROJECT DIRECTOR
ROBERT WEISGERBER
AMERICAN INSTITUTES FOR RESEARCH

SPECIAL CONSULTANT
TED HAWTHORNE
CALIFORNIA STATE DEPT. OF EDUCATION

Developing a Plan for action

PREPARED BY

Behavorial Science and Technology Group

American Institutes for Research
Palo Alto, California

SUPPORTED BY THE

Bureau of Occupational and Adult Education, Grant No. G007500391

United States Office of Education

1977

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ADVISORY PANEL

Ted Hawthorne	Coordinator, Career Development for the Handicapped State of California Dept. of Education
Ralph C. Bohn	Dean, Continuing Education San Jose State University
Emogene Driscoll	Vocational Coordinator for the Handicapped San Jose Unified School District
Robert Hendricks	Coordinator of Student Services Regional Occupation Program/ San San Mateo County
Dan Cahn	Director of the Center for Educational, Vocational, and Independent Living Skills Castro Valley Unified School District
Tom Kellis	Resource Teacher, Special Education Services Berkeley Unified School District

IN COOPERATION WITH

California State Department of Education	Office of Vocational Education Office of Special Education
. . . . .	
Berkeley Unified School District	Orientation Center for the Blind, Albany
Fullerton Joint Union High School District	San Diego City Regional Occupation Program
Grossmont Union High School District	San Francisco Unified School District
La Puente Valley Regional Occupational Program	San Jose Regional Vocational Center
Los Angeles City Unified School Dist.	San Jose Unified School District
Long Beach Unified School District	San Mateo County Regional Occupation Program
North Orange County Regional Occupational Program	Selaco-Downey High School, Los Angeles County

. . . . . .

The Consortium of the California State University and Colleges

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

Vocational Education Support Unit

Statement of Understanding Between the Vocational Education Support Unit and the Special Education Support Unit

Background

The Vocational Education Act of 1968 (P.L. 90-576) has as one of its purposes the development of vocational training and retraining programs for handicapped persons.

To insure that such training is realistic with respect to the special needs of handicapped persons, the Act requires that state leadership in special education services and vocational education services enter into cooperative planning and program implementation arrangements.

Purpose

The purpose of this statement of understanding is to assure continued and augmented cooperation between the staffs of the Special Education Support Unit and the Vocational Education Support Unit of the State Department of Education in such actions as the following:

1. The joint development of provisions in the State Plan for the vocational education of handicapped persons in California
2. The joint review of those applications for funds for programs of projects providing benefits to handicapped persons.
3. The joint development of appropriate programs and project activities to meet the vocational education needs of the handicapped.
4. The joint development of appropriate inservice training of teachers for the handicapped and of vocational education teachers working with the handicapped.
5. To provide for intradepartmental and interdepartment communication to facilitate program evaluation.

This statement of understanding is intended to formalize and recognize the working relationship that has long existed between these two services within the California State Department of Education.

For the Vocational Education Support Unit:

Signed: Samuel L. Barrett

State Director of Vocational Education

For the Special Education Support Unit:

Signed: Leslie Brinegar

Manager, Special Education Support Unit

Reprinted from California State Plan for Vocational Education. California State Department of Education, 1976.

STATE OF CALIFORNIA

Statement of Understanding Between the State Board of Education, the Board of Governors of the California Community Colleges, and the Department of Rehabilitation

Background

The Vocational Education Act of 1968 (P.L. 90-576) has as one of its purposes the development of vocational training and retraining programs for handicapped persons.

To insure that such training is realistic with respect to the special needs of handicapped persons, the Act requires that state leadership in special education services and vocational education services enter into cooperative arrangements.

Purpose

The purpose of this statement of understanding is to assure continued and augmented cooperation between the Department of Rehabilitation staff, the State Board staff, and the Board of Governors staff in such actions as the following:

1. The development of provisions in the State Plan for the vocational education of handicapped persons in California.
2. The review of applications for funds for programs or projects providing benefits to handicapped persons.
3. The development of appropriate programs and project activities to meet the vocational education needs of the handicapped.
4. The development of appropriate inservice training of teachers for the handicapped.
5. To provide for interdepartment communication to facilitate program evaluation.

This statement of understanding is intended to formalize the working relationship between these state agencies.

For the Department of Education and the State Board of Education:

Signed: Wilson Riles

Superintendent of Public Instruction, Director of Education, and executive secretary, State Board of Education

For the Department of Rehabilitation:

Signed: Ray Traeme

Acting Director, Department of Rehabilitation

For the Board of Governors of the California Community Colleges:

Signed: I. W. Braaman

Chancellor and the executive officer, Board of Governors of the California Community Colleges

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Reprinted from California State Plan for Vocational Education. California State Department of Education, 1976.

Purpose of the Module

This module is meant to be a practical tool for the vocational educator who expects to instruct one or more handicapped students, along with non-handicapped students, in regular vocational classes. The module is meant to be used after the study of relevant instructional modules in this series. These modules include: Developing a General Understanding, Developing a Positive Attitude, Serving the Orthopedically Handicapped, Serving the Mentally Retarded, Serving the Visually Handicapped, and Serving the Communication Impaired. In completing this plan for action, it's assumed that the educator either has a particular student in mind, or has access to an information file that would be sufficient for making reasonable inferences and judgements about student needs and abilities.

Each page of this module represents a step in the process; either in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators or professors engaged in pre-service or in-service training.

To the extent that a thoughtful and thorough approach is taken in completing this module, it is reasonable to assume that your effectiveness as an instructor will be enhanced and the handicapped student will be benefited. We believe you'll find the experience challenging and satisfying. Good Luck!

Knowing About the Handicapped Student

A. The student's name (or code number) is _____

The student's disability is called, _____

A basic definition is _____

_____

Are there associated problems or disabilities? What are they?

_____

B. What physical, emotional, or mental characteristics are clearly evident that would limit employability? Could any of these limiting characteristics be modified through training, use of a device, or environmental modifications? (Specify)

_____

_____

_____

C. What evidence can you find that suggests whether the student copes with his handicap effectively and is able to "get things done"?

_____

_____

D. What are the student's existing interests, demonstrated abilities, and strengths as revealed by pre-vocational assessment?

_____

_____

_____

E. What have you learned from the special educator relating to medication, attendance, and procedures to follow if health care is required in the classroom or work station?

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Knowing Yourself

A. Do you usually modify your regular class procedures to accomodate individual differences? If not, why not? If so, what modifications do you make?

B. Are you worried about the prospect of having a handicapped student in your classroom? If so, what concerns you the most? Discuss your main concerns.

C. What underlying reason(s) are there for these feelings and concerns? What might be done to modify the situation?

D. When dealing with the handicapped student, how will you check yourself to be sure that your feelings don't cause any inappropriate reaction (pity, condescension, rejection, etc.), but rather that your actions create a favorable learning environment?

E. What are the greatest strengths you have as an instructor that will be important to the handicapped student?

. . . . . .

Evaluation of responses:

Job/Task Analysis

A. Based on your knowledge of the current job market, what types of jobs in your occupational area might be open to the handicapped student for which he could become qualified?

B. Have you prepared a breakdown of the tasks involved in these jobs? Which tasks appear readily doable by the handicapped person and which would seem particularly difficult?

C. Can you point out to the student any examples of other handicapped persons who have been employed in this type of occupation? (Specify)

D. To what extent is there a possibility of re-engineering of the job so that the very difficult (inefficiently performed) tasks could be eliminated or reassigned to another person?

E. After comparing the job tasks to your course of study and class activities what task level problems are apt to occur in both situations? What might you do about them?

. . . . . .

Evaluation of responses:

Cooperative Goal Setting

A. Based on your analysis of the job market and the handicapped student's potential, do you feel that the student needs vocational counseling? (Specify the type of counseling needed.)

B. What aspects of the student's pre-vocational assessment should be shared with him or her so that goal setting can be done realistically?

C. When setting goals cooperatively, what three persons typically should be involved? Who have you involved?

D. What short term goals have been cooperatively set?

E. When will you assess whether the short term goals have been accomplished? What performance criteria will you use? How do these criteria differ from the criteria applied to other students?

. . . . . .

Evaluation of responses: _____

Needed Course Modifications

A. Considering your curriculum, what course content modifications are needed relative to the student's skills development? Decide what information and steps are important and avoid unnecessary, time consuming diversions.

B. What course modifications are needed relative to the student's general understanding of the world of work?

C. What course content modifications are needed relative to the student's work habits, interpersonal relationships and personal safety?

D. What work experiences would be appropriate for this student? (Identify these as specifically as possible.)

. . . . . .

Evaluation of responses:

Other Needed Modifications

A. What equipment modifications or additions are important to help the student in assigned tasks?

_____

_____

_____

B. What facility modifications or additions are appropriate to accommodate the student? Consider access to the class, the classroom itself, the work station, and related facilities such as storage areas.

_____

_____

_____

C. What transportation assistance is advisable to enable the student to reach the class or the work experience location?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Helpful Resources

A. What special instructional materials might be obtained to help the student master your course? Where can you get them?

B. What persons should you involve as advisors, interpreters or aides, or team-mates for this student? (Consider professional persons, classroom paraprofessionals, parents, and capable vocational students.)

C. What outside agencies may provide special help or funds? What specific help could be given this student?

. . . . . .

Evaluation of responses: _____

Student Assessment Following Initial Instructional Period

A. To what extent did the student reach the goals that were cooperatively set for this initial period?

(1) Tasks accomplished on time? _____

(2) Performance skills satisfactory? _____

(3) Work habits satisfactory? _____

(4) Social relationships satisfactory? _____

(5) Other goals met? _____

_____

B. For those areas where the student's progress was unsatisfactory, what adjustments should be made in the goals for the next period?

_____

_____

_____

C. For those areas where the student's progress was satisfactory, was the student sufficiently challenged to reach his full potential?

_____

_____

D. What is the student's self appraisal so far?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Initial Assessment of Yourself and Significant Others

A. In the initial period of instruction were you able to project a positive, supportive attitude? If not, what prevented it? How can this factor be changed for the next instructional period?

_____

_____

_____

B. Did you find yourself constantly concerned about the handicapped student or were you able to take the student's individual differences in stride? (Explain)

_____

_____

C. Did you get the kind of back-up help you wanted from other persons?

(1) Special educator _____

(2) Classroom interpreter or aide _____

(3) Other students _____

(4) Administrators _____

(5) Other support persons _____

D. If this student is in a work experience setting, how did the employer and co-workers react to the student?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Revisions of Instructional Strategy

A. Based on the initial instructional period, what goals seem appropriate for the student in the remainder of the course?

_____

_____

_____

B. Based on the initial instructional period, what modifications are appropriate for the remainder of the course to best meet the needs of the handicapped student?

(1) Curriculum? _____

_____

_____

(2) Equipment, facility, transportation? _____

_____

_____

(3) Materials, resource persons, outside agencies? _____

_____

_____

(4) Your instructional approach? _____

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Student's Development of Employable Skills

A. During this course, the handicapped student has developed the following employable skills, subskills, and levels of performance:

(Example) Skill: decorates baked goods
Subskills: applies icing, rosettes, lettering
Quality of performance: creative, thorough

(1) Skill: _____

Subskills: _____

Quality of performance: _____

(2) Skill: _____

Subskills: _____

Quality of performance: _____

(3) Skill: _____

Subskills: _____

Quality of performance: _____

(4) Skill: _____

Subskills: _____

Quality of performance: _____

(5) Skill: _____

Subskills: _____

Quality of performance: _____

(6) Skill: _____

Subskills: _____

Quality of performance: _____

B. The following skills need further development to increase the student's employment potential. To whom would you refer the student to obtain each of these skills?

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Student's Development of Work Attitudes and Habits

A. During this course, the handicapped student has developed the following work habits:

(Examples) Consistently punctual, follows safety precautions

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

B. During this course, the handicapped student has developed the following work-relevant attitudes:

(Examples) Relates well to others, cooperates willingly

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

C. The following work attitudes and habits need further development to increase the student's employment potential. To whom would you refer the student to develop these attitudes and habits?

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Work Placement Considerations

A. Is there a favorable precedent for placement in this job situation, such as previous handicapped employee or trainee, or favorable employer viewpoint? _____

_____

_____

B. To what extent has the student been sufficiently trained for the type of work and level of responsibility required at the work situation?

_____

_____

_____

C. Are there problems to be worked out in advance, such as transportation, co-worker attitudes, etc.? _____

_____

_____

D. What is an appropriate trial period to give the trainee a fair chance without "locking in" the employer?

_____

_____

E. What criteria can you and the employer agree on, in advance, for judging the trainer's performance on the job?

_____

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Performance on the Job

A. The job tasks performed at an outstanding level included: _____

_____

_____

_____

B. The job tasks performed at an adequate level included: _____

_____

_____

_____

C. The job tasks performed at an inadequate level included: _____

_____

_____

_____

D. Other appraisals of trainee performance that affect employment potential include: _____

_____

_____

_____

. . . . . .

Evaluation of responses: _____

_____

_____

_____

Overall Assessment of Outcomes

A. In your opinion, what student benefits or gains have been made as a result of this course?

B. In the student's opinion, what benefits or gains have been made as a result of this course?

C. How have you personally gained by this experience?

D. What is your point of view about future experiences in instructing handicapped students in regular vocational education classes?

. . . . . .

Evaluation of responses: _____

This module was completed by:

Name:_____ Date Begun:_____

Organization:_____ Date Completed:_____

Address:_____

_____

_____

This module was evaluated by:

Name:_____ Date:_____

Organization:_____

Address:_____

_____

_____

NOTES

NOTES

APPENDIX E

Modification of the Classroom Environment

Modification of the Class Environment

Clarence L. Nicodemus, MSME, Ph.D. (cand.)

Rehabilitation Engineering Consultant

MODIFICATION OF THE CLASS ENVIRONMENT

The total picture of the handicapped student and his current and probable future environment must be viewed before real progress can be made in assisting him overcome any particular handicap as the individual educational plan is developed.

The total picture is made up of three parts:

(1) The individual and his/her ability to change or adapt behaviors or manner of doing things to accomplish a task without assistive devices (i.e. is the person willing or capable of using a mouthstick instead of hands to type - its not pretty, but its functional).

(2) The process that is to be accomplished (a job related activity) and its capacity to be altered in sequence, layout, etc. to match abilities of individual without assistive devices. (i.e. parts in a manufacturing process are usually inspected from above - could they be inspected from below by a orthopedically-handicapped person lying on his back?)

(3) The interfacing mechanisms that are minimally necessary to match an individual's adapted abilities to an altered process to accomplish that job task. (i.e. a light sensing device is necessary for a blind telephone operator to "see" lighted boards).

Summary

Devising assistive devices and other equipment for the handicapped student educational setting or at the worksite is really the last step taken in the process of reducing the handicapped barriers to jobs or to learning jobs. The first steps are taken within the individual and with the job process.

Case Study No. 1

Handicapping Condition: Orthopedic

16 year old spinal cord injury quadriplegic male has sufficient determination, abilities and desires to be an accountant in his father's firm. The real proof of his abilities will be his effectiveness during a summer trial period as an assistant. How do you prepare him for that job?

His available function is the entire head and neck, some shoulder "shrug" and very limited movement of his right wrist, hand and fingers.

What skills does he need?

Adaptive behavior changes?

Job process changes?

Assistive devices needed?

Case Study No. 2

Handicapping condition: sensory, vision

A local electronics industry has just begun a massive recruitment campaign to begin production of a new product line. Several of the jobs are for parts inspectors. Currently, there is a group of blind students who have demonstrated good abstract reasoning and mechanical aptitude and might be able to fulfill this job. The electronics firm is willing to help you by developing any assistive devices needed if you will adequately prepare them with necessary basic skills.

They must be able to check parts for conformance to a standard finish smoothness (freedom from rough or incomplete moulding) and apply certain simple mechanical electrical tests requiring the reading of several different types of gauges or dials. How do you prepare the students; what types of assistive devices do you think you might need? How might you modify your classroom environment to meet these rather special needs?

Case Study No. 3

Handicapping condition: Sensory, hearing

You have just been given the responsibility of preparing a group of deaf students for possible office type (clerical, secretarial) jobs. You have complete freedom to design the curriculum. Carefully consider the tasks and skills necessary for the performance of these sort of jobs and then list potential problem areas that you feel should be faced and dealt with by your deaf students.

Next to the list of problems, list possible solutions using no assistive devices if possible.

Problem	Solutions

Case Study No. 4

Handicapping condition: speech

The replacment of speech as a primary means of communication is difficult at best. It is further compounded by the ever increasing numbers and varieties of electronic communication devices and speech prosthesis available on the market. The real difficulty comes in deciding which equipment to purchase or use.

Assuming that yours is a vocational teaching situation, what things should you consider in equipment selection to help students with speech disorders associated with severe cerebral palsy victims? Assume that limited intelligible speech is possible.

APPENDIX F

Support Services for Exceptional Students (Sample Pages)

SUPPORT SERVICES FOR EXCEPTIONAL STUDENTS

Imperial and San Diego Counties

Prepared by Jane Spangler

American Institutes for Research

CONTENTS

CONTENTS iii

MATRIX ix

STATE AND STATEWIDE SERVICES

California Association for Neurologically Handicapped Children (CANHC) 3

California Community College Enabler Programs 4

California School for the Deaf (Riverside) 5

Crippled Children Services 6

Department of Rehabilitation 7, 8

Mobility Barriers Section of the State Department of Rehabilitation 9

Regional Center of San Diego and Imperial Counties 10

IMPERIAL COUNTY SERVICES

Imperial County Superintendent of Schools 13

Imperial County Work Training Center 14

Imperial Valley Association for the Retarded (IVAR) 15

Mental Health Services of Imperial County 16

SAN DIEGO COUNTY SERVICES

Braille Transcribers Guild of San Diego 19

California Driving School 20

Central Deaf Association Communication Center 21

Community Service Center for the Disabled 22

San Diego Center for the Blind 23

San Diego City Schools, Student Services Division 24

San Diego County Association for the Retarded 25

San Diego County Department of Education, Pupil Services and Special Education Division 26

San Diego County Mental Health Services: Children and Adolescent Division 27

San Diego State University, Clinical Training Center 28

San Diego State University, Department of Special Education 29

San Diego State University, Rehabilitation Center 30

	Blind/ Visually Imp.	Deaf/ Hearing Imp.	Learning Disabled	Mentally Retarded	Ortho- pedically Imp.	Other Health Imp.	Seriously Emotionally Disturbed	Speech Impaired
STATE AND STATEWIDE SERVICES								
Calif. Assoc. for Neurologically Handicapped Children (CANHC)			X					
California Community College Enabler Programs	X	X	X	X	X	X	X	X
California School for the Deaf		X						
Crippled Children Services	X	X			X	X		
Department of Rehabilitation	X	X	X	X	X	X	X	X
Mobility Barriers Section of Department of Rehabilitation	X				X			
Regional Center of San Diego and Imperial Counties			X	X	X	X	X	
IMPERIAL COUNTY SERVICES								
Imperial County Superintendent of Schools	X	X	X	X	X	X	X	X
Imperial County Work Training Center	X	X	X	X	X	X	X	X
Imperial Valley Association for the Retarded (IVAR)			X	X	X	X	X	
Mental Health Services of Imperial County							X	
SAN DIEGO COUNTY SERVICES								
Braille Transcribers Guild of San Diego	X							
California Driving School		X	X	X	X	X	X	X
Central Deaf Association Communication Center		X						
Community Service Center for the Disabled	X	X	X	X	X	X	X	X
San Diego Center for the Blind	X							
San Diego City Schools, Student Services	X	X	X	X	X	X	X	X
San Diego County Association for the Retarded			X	X	X	X	X	
San Diego County Department of Education	X	X	X	X	X	X	X	X
San Diego County Mental Health Services							X	
San Diego State University, Clinical Training Center		X	X	X			X	X
San Diego State University, Department of Special Education	—	—	—	—	—	—	—	—
San Diego State University, Rehabilitation Center	X	X	X	X	X	X	X	X

RESOURCE: CALIFORNIA ASSOCIATION FOR NEUROLOGICALLY HANDICAPPED CHILDREN (CANHC)

Affiliated nationally with the "Association for Children with Learning Disabilities" (ACLD)

SPECIFIC CONCERN: Provide information and referral on learning disabilities

GROUPS SERVED: Learning Disabled

INTENDED USERS: Learning Disabled Individuals, Administrators, Community Agencies, Parents, Teachers

SERVICES PROVIDED:

CANHC is a nonprofit, volunteer organization of parents and professionals dedicated to helping children with learning disabilities. CANHC provides information on learning disabilities and on resources available in the schools and community to learning disabled children. Referral information is available on diagnostic centers, clinics, special schools, tutors, and educational and medical specialists.

CANHC acts as an advocate for special education and other special services for the learning disabled.

CANHC provides family and community education on learning disabilities through books, pamphlets, conferences, films and speakers. Extensive publications about learning disabilities are available from local chapters and from CANHC's Literature Distribution Center, P.O. Box 1546, Vista, CA 92083. (A bibliography is also available.) Films can be obtained through the local chapter or from CANHC's Film Distribution, P.O. Box 4088, Los Angeles, CA 90051.

ADDRESS: P. O. Box 20013
San Diego, CA 92120

COST: Free, except for books and films

RESOURCE: CALIFORNIA COMMUNITY COLLEGE ENABLER PROGRAMS

SPECIFIC CONCERN: Provides support services to help handicapped students pursue academic and vocational training at the junior college level

GROUPS SERVED: All Handicap Groups

INTENDED USERS: Handicapped Individuals, Administrators, Community Agencies, Employers, Teachers

SERVICES PROVIDED: As mandated by Assembly Bill 77, the junior colleges are to provide support services designed to compensate for problems that would otherwise limit handicapped students from taking academic and vocational classes. Many of the junior colleges already have well established programs or centers for their handicapped students. These Centers are an excellent source of information on how to aid handicapped students in vocational classes. Usually the Centers have an extensive listing of services and resources available in the community. Support services offered through the junior college resource centers may include all or some of the following:

- transportation
- readers
- tutors
- interpreters for the deaf
- mobility aids
- braille books
- placement services
- lending of equipment (typewriters, braille tape writer, motorized chairs)
- notetakers and transcribers
- legal aid
- academic aids
- page turners
- adaptive physical education
- speech therapy
- orientation to campus

The Community Colleges in San Diego and Imperial Counties that have Enabler Programs are listed below.

ADDRESS: Imperial Valley College, Imperial
Educational Cultural Complex, San Diego
Grossmont College, San Diego
Mira Costa College, San Diego
Palomar College, San Marcos
Resource Center for the Handicapped, San Diego
(administration, not a campus)
Southwestern College, Chula Vista
San Diego City College, San Diego
San Diego Mesa College, San Diego

COST: None

RESOURCE:	**CALIFORNIA SCHOOL FOR THE DEAF**
SPECIFIC CONCERN:	Residential school for the deaf
GROUPS SERVED:	Deaf/Hearing Impaired
INTENDED USERS:	Handicapped Students, Administrators, Employers, Parents, Teachers
SERVICES PROVIDED:	This is a state-operated residential school (open from September to June) for elementary- and secondary-level deaf students. Students do not stay at the school on weekends. The school serves 11 southern California counties: Imperial, Inyo, Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura. Services offered by the school include the following: academic programs; vocational programs; on- and off-campus work experience program; independent living skills program; access to full medical and emergency services; scouting program; interscholastic and city recreation sports programs; and student participation in school government. The school also has a Deaf/Multihandicapped Unit for students who are deaf and have any additional educationally significant handicap (except blindness). The vocational programs include classes in the following areas: fine arts, ceramics, mechanical drawing, homemaking, personal typing, offset printing, letterpress, power sewing, business arts, horticulture, general shop, auto body repair, spray painting, welding and sheet metal, cabinet making, upholstery, electronics, and small appliance repair. The school offers assessment services to school districts; consultation on course content, instructional material, and teaching strategies, and opportunities to visit the school and observe classes.
ADDRESS:	3044 Horrace Street Riverside, CA 92506 (714) 683-8140
COST:	None; transportation to and from school on weekends is also paid by the school

RESOURCE: State Department of Health
CRIPPLED CHILDREN SERVICES SECTION
714 P Street, Room 850
Sacramento, CA 95814

SPECIFIC CONCERN: To provide medical and allied services necessary for maximum physical and social functioning

GROUPS SERVED: Blind/Visually Impaired, Deaf/Hearing Impaired, Orthopedically Impaired, Other Health Impaired

INTENDED USERS: Handicapped Individuals, Administrators, Community Agencies, Parents, Teachers

SERVICES PROVIDED: Crippled Children Services (CCS) is an agency of the State Department of Health. There are CCS offices serving each of the 58 counties in California. Full diagnostic services are provided for children under 21 years of age with suspected eligible conditions. These conditions include almost all severe, chronic, or disabling disorders (except mental retardation and severe emotional disturance).

Once eligibility is established, a treatment plan is contracted for full medical and allied services and may be managed by CCS to assure quality and continuity. If a child is found to be ineligible, CCS assists in developing treatment plans with alternative agencies.

Services other than medical include the following: referral information, rehabilitation center care, occupational and physical therapy, audiology services, speech evaluation and therapy, psychological evaluation, public health nursing home visits, braces and prostheses, dental care, and orthopedic shoes.

To be eligible for services, the client must be under 21 years of age, have an eligible condition or handicap, live in California, and need financial assistance with the cost of care.

ADDRESS:

(Imperial)
935 Broadway
El Centro, CA 92243
(714) 352-3610

(San Diego)
1600 Pacific Highway, Room 212
San Diego, CA 92101
(714) 236-3715

COST: Based on ability to pay. No charge for some services.

RESOURCE: DEPARTMENT OF REHABILITATION
State of California
722 Capitol Mall
Sacramento, California 95814

SPECIFIC CONCERN: Assists handicapped people of an employable age to overcome their disabilities and become gainfully employed

GROUPS SERVED: All Handicap Groups

INTENDED USERS: Vocationally Handicapped Individuals, Administrators, Employers, Parents, Teachers

SERVICES PROVIDED: The Department of Rehabilitation provides a full range of vocationally oriented rehabilitative services including evaluation, counseling, training, job placement, and follow-up. Services are provided on an individual basis, with each person receiving the particular services he/she is found to need for gainful employment. Eligibility is determined on the basis of a medically diagnosable disability, substantial vocational handicap, and reasonably predictable employability upon completion of the vocational rehabilitation program.

Vocational evaluation can include medical and psychiatric testing, vocationally geared psychological testing, individual vocational assessment, and work evaluation. Each client is assigned an appropriate vocational rehabilitation counselor (e.g., developmental disabilities counselor, rehabilitation counselor for the deaf (RCD), counselor/teacher for the blind, mental illness counselor).

Rehabilitation counselors are an excellent resource to consult for information on equipment and building adaptation, interpreters, mobility instructors, and vocational rehabilitation programs in the community. After extensive vocational counseling and guidance, a vocational training program suited to the client is selected. The Department will provide the necessary books, tools, training supplies, tuition, placement equipment, readers for the blind, interpreters for the deaf, and

ADDRESS:

(Imperial)
395 Broadway, Suite #6
El Centro, CA 92243

(San Diego)
Administrative Unit
1350 Front Street, Room 4053
San Diego, CA 92101
(714) 236-7281

COST: Services are provided at no cost to clients, except for medical restoration services.

transportation required for this training. Training programs can take place at a sheltered workshop, on the job, at a vocational school or university, or through tutoring. Vocational placement services offer assistance in seeking employment through teaching job-seeking skills. The Department encourages independent job attainment and follows up on each client.

The Department also offers medical restoration services when these are not available through other resources. These services consist of medical treatment (including surgical and hospital care), prosthetic devices and training in their use, and physical and occupational therapy. There is, however, a fee for these services based on each client's ability to pay.

RESOURCE:	MOBILITY BARRIERS SECTION of the State Department of Rehabilitation
SPECIFIC CONCERN:	Provides legal information and education on architectural barriers for the handicapped for the State of California
GROUPS SERVED:	Blind/Visually Impaired, Orthopedically Impaired
INTENDED USERS:	All Interested Persons
SERVICES PROVIDED:	The Mobility Barriers Section is a new agency within the Department of Rehabilitation designed to preside as the state's source of information and education on laws governing architectural barriers for the handicapped. Six staff members are available to answer questions, give advice, and make referrals on the elimination of barriers. The Section provides all necessary legal information on barriers. Publications available from them are: • American Standard Specifications for Making Buildings Accessible to, and Useable by the Physically Handicapped, October 31, 1961 • Site Inspection Checklist: A helpful tool in identifying barriers as based upon the American Standards Association (ASA) specifications. • California Access Laws: A compendium of laws governing architectural and transportation accessibility for handicapped persons. As part of an education program, a slide presentation has been developed and is available to any interested group upon request. On-site consultation is provided on a very limited basis. However, a state-wide program of 72 local volunteer consultants is being planned. These consultants will be available to inspect buildings using ASA specifications. They are to be thoroughly familiar with the laws and regulations relating to architectural barriers.
ADDRESS:	830 "K" Street Mall Sacramento, CA 95814 (916) 322-3078
COST:	None

APPENDIX G

Resources for Mainstreaming Exceptional Students
in Vocational Education Programs

RESOURCES FOR MAINSTREAMING EXCEPTIONAL STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

Prepared by Patricia Maloney

American Institutes for Research

This work was done under Grant No. G00-77-02227 from the United States Office of Education. The content does not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement should be inferred.

RESOURCES FOR MAINSTREAMING EXCEPTIONAL STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

Prepared by Patricia Maloney

Project Director Peter Dahl
Mainstreaming Workshops for Vocational Administrators

March 1978

Prepared for
U.S. Office of Education
by
The American Institutes for Research in the Behavioral Sciences
Post Office Box 1113, Palo Alto, California 94302

Introduction

Recent laws (P.L. 94-142, 93-112, and 94-482) dramatically emphasized the rights of handicapped citizens to the fullest possible participation in society. One effect of these laws is to open mainstream education to handicapped students by requiring that they be educated in the least restrictive possible environment, consistent with sound educational programming.

This does not mean, of course, that every handicapped student will be included full-time in a mainstream program, for that might not be best for certain students. But, it does mean that more handicapped students than before will enroll in regular programs.

An increasing number of handicapped students will require the staff of regular vocational programs to increase their knowledge about handicapped students; it will require administrators to institute procedures to assure that proper services are provided, and that legal provisions are satisfied; and it will necessitate changes in classroom procedures. The four sections of this resource guide are designed, respectively, to provide leads to resources in each of these areas.

Table of Contents

I. Exceptional Students and Vocational Education

Contains information on exemplary vocational education programs, mainstreaming of exceptional students, and descriptions of handicapping conditions

II. Legal Requirements for the Education of Exceptional Students

Contains information on the educational rights of exceptional children, due process requirements and the implications of recent legislation

III. Administrative Concerns

Contains information on establishing policy for mainstreaming exceptional students, developing programs and curriculum, personnel preparation, developing IEP's resource materials, and environmental redesign

IV. Instructional Concerns

Contains information on improving teaching skills of vocational educators, instructional techniques, educational plans and assistive devices for exceptional students

Exceptional Students and Vocational Education

RESOURCE: Career Education: Exemplary Programs for the Handicapped (book; 105 pp.)

SPECIFIC CONCERN: Existing exemplary vocational education programs

GROUPS SERVED: Deaf/Hearing Impaired, Emotionally Disturbed, and Other Areas of Exceptionality

INTENDED USERS: Administrators

CONTENTS: This book is the result of a project done for the Bureau of Education for the Handicapped to "Assess, Document, and Spread Exemplary Programs for the Education of the Handicapped." The vocational education programs described in this book are unique. Each would lend itself to implementation in almost any school district. Of the five programs described, two are concerned with specific handicaps:

- Project SERVE is an individualized vocational education program for educable mentally retarded students in Grades 10 through 12. Students spend one-half day in class and one-half day working in the community.
- The Technical Vocational Program for Deaf Students is a post-secondary training program to help deaf students to pursue advanced vocational and technical training. Supportive services such as counseling, interpreting and auditory training to help students adjust to working in the community are described.

The other three programs are geared to a wide variety of students, with handicaps ranging from mild to severe.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $6.30

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: The Special Needs Student in Vocational Education: Selected Readings edited by Stanley J. Urban, Ph.D., & Thomas Tsuji, Ph.D. (book; 286 pp.)

SPECIFIC CONCERN: Delivering special educational services

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The topics covered in this book are ideas and issues related to the general problem of delivering special educational services; the role of law in seeing that the exceptional child receives vocational training; the exceptional child in vocational education classes; career education and the exceptional child; the importance of proper personnel in implementing programs; and the importance of understanding sources of assistance. This book is aimed at the vocational educator who has little background in the education of the exceptional student.

SOURCE: MSS Educational Publications Corp.
133 E. 58th
Manhattan, NY 10022
(212) 688-0020

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Industrial Arts in Special Education by Dale H. Messerschmidt (booklet; 13 pp.)

SPECIFIC CONCERN: Exemplary vocational programs

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The main topic of this booklet is the problem of teaching industrial arts to students with special educational needs. The prevocational industrial arts special education program in which the author is involved is described. Several individual problems concerned with students' academic, social, emotional, and physical handicaps are discussed, along with demonstrated methods of handling them. The author discusses some usual industrial arts activities and compares special education achievement with achievement found in the normal classroom. Practical suggestions are given for choosing projects, planning activities, selecting materials, selecting and using tools, sequencing tasks, and eliciting student cooperation.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $1.67 hardcopy

(ED 133 439)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE:	Contemporary Vocational Rehabilitation edited by Herbert Rusalem and David Malikin (book; 250 pp.)
SPECIFIC CONCERN:	Issues and practices in vocational rehabilitation
GROUPS SERVED:	All Exceptional Students
INTENDED USERS:	Administrators, Teachers
CONTENTS:	There are 13 chapters presented in this book, each written by a different author and dealing with a different topic. A brief introduction and followup is given by the editors for each chapter. This is done to orient readers to the chapter contents and implications for vocational rehabilitation. Some of the topics covered are attitudes toward disability, assessing vocational potential, rehabilitating the socially disabled, rehabilitation of persons with serious emotional disorders, counseling the mentally retarded, and the job placement process.
SOURCE:	New York University Press Washington Square New York, NY 10003
COST:	$13.50
AVAILABILITY:	From stock
EASE OF USE:	Moderate reading

RESOURCE: Teacher, Please Don't Close the Door-- The Exceptional Child in the Classroom edited by June B. Jordan (book; 133pp)

SPECIFIC CONCERN: Mainstreaming individuals with exceptional needs

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This book can be used as a textbook and training manual. It deals with team approaches to assessment, local and state program planning, and ways to involve all children in least restrictive environments. The roles of parents, consulting and resource teachers, diagnosticians, regular teachers, and principals are discussed. One chapter discusses progressive inclusion, a concept based on the belief that the exceptional child is more similar to other children than he is different.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $9.75

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Vocational Preparation of Retarded Citizens by Donn E. Brolin (book; 312 pp.)

SPECIFIC CONCERN: Program models

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Administrators, Teachers

CONTENTS: Part I of this book provides basic background information about mental retardation, the development of a work personality, vocational adjustment of the retarded, and available vocational services (such as educational and rehabilitation programs). Part II presents the basic techniques of vocational preparation. Some of the topics covered are vocational counseling (theories and counseling techniques with the retarded); clinical assessment; work evaluation (intake interviews, situational assessment, and standardized vocational testing); work adjustment (behavior modification and precision teaching); job tryouts (advantages and limitations, and guidelines for program implementation); vocational training (vocational programs, vocational research, and training in business and industry); and job placement and follow-up. Part III suggests approaches for conducting and evaluating secondary and postsecondary vocational preparation programs. Included in three appendixes is a description of a procedure for conducting a job analysis.

SOURCE: Charles E. Merrill Publishing Company
Columbus, Ohio 43216

COST: $13.95

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Mental Retardation: The Known and the Unknown (book; 115pp.)

SPECIFIC CONCERN: Introduction to systems to serve the mentally retarded

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Administrators, Teachers

CONTENTS: This book provides a good introduction to mental retardation. Topics covered are the following: what is mental retardation, what is the minimum occurrence of mental retardation; what are adequate, humane service systems; what is full citizenship for mentally retarded persons; and what are the costs of mental retardation. This book attempts to present current knowledge on which future directions of the field of mental retardation can be charted. The reference section is quite extensive.

SOURCE: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Mainstreaming: Educable Mentally Retarded Children in Regular Classes by Jack W. Birch (book; 104 pp.)

SPECIFIC CONCERN: Teaching the educable mentally retarded

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Administrators, Parents, Teachers

CONTENTS: The main contents of this report are descriptions of programs in six diverse school districts committed to bringing integrated special education to all exceptional children. Operational aspects of current mainstreaming practices have been described in the hope that the experiences of the teachers and administrators can minimize the problems and maximize the chances for success for the schools and pupils who will become involved in mainstreaming. Chapter 9 concentrates on those instructional, organizational, and personnel factors that make mainstreaming work.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $3.00

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Supporting Visually Impaired Students in the Mainstream by Glenda J. Martin and Mollie Hoben (book; 72 pp.)

SPECIFIC CONCERN: Mainstreaming visually impaired students into regular classrooms

GROUPS SERVED: Visually Impaired

INTENDED USERS: Administrators, Teachers

CONTENTS: This book has three parts. Part one deals with mainstream programs that are already successfully established throughout the country. Part two presents successful concepts and attitudes that can be translated into day-by-day activities. Many questions that teachers commonly ask about teaching the visually impaired are answered in this section. Part three examines some areas of teaching the visually impaired that still need to be improved and developed in order to provide the visually impaired student with the kind of education to which he is entitled.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $3.00

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Hearing Impaired Children in the Mainstream by Jack W. Birch (book; 106 pp.)

SPECIFIC CONCERN: Mainstreaming the hearing impaired student into the regular classroom

GROUPS SERVED: Hearing Impaired

INTENDED USERS: Administrators, Teachers

CONTENTS: Many factors involved in the successful mainstreaming of a hearing impaired student are covered in this book. Basic definitions, important to a clear understanding of the mainstreaming concept, are provided. Hearing impairments are discussed to give the reader an understanding of the varying degrees and types of "deafness." The effect of a hearing loss on educational achievement is discussed. Successful mainstream programs are highlighted with teaching methods listed that work successfully in helping the hearing impaired student cope in the regular classroom. In short, the multitude of subjects covered makes this book a most comprehensive handbook on mainstreaming the hearing impaired student into the regular classroom. The book is divided into six sections:

I. Introduction
II. Terminology
III. The Influence of Hearing Impairments on Education
IV. Characteristics of Successful Mainstreaming
V. Making Mainstreaming Function
VI. Varieties of Complete and Partial Mainstreaming

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $4.00

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Oh, Dear, Somebody Said "Learning Disabilities"! by Marnelle L. Hayes, Ed.D. (book; 96 pp.)

SPECIFIC CONCERN: Teaching strategies

GROUPS SERVED: Learning Disabled

INTENDED USERS: Parents, Teachers

CONTENTS: Easily understood information is given in this book on understanding, recognizing, and coping with learning disabilities. Emphasis is placed on seeing the learning disabled child as more "learning" than "disabled." Checklists are given to identify the child's best learning channel. There are practical suggestions for all subjects, techniques for coping with hyperactivity and distractibility, and behavior modification techniques for group and individualized instruction.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $3.00 (Catalog No. LSBN: 127-2)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Helping Children with Learning Disabilities by Ruth Dinhins Rowan (book; 128 pp.)

SPECIFIC CONCERN: Teaching the learning disabled student

GROUPS SERVED: Learning Disabled

INTENDED USERS: Administrators, Teachers

CONTENTS: This book is a good introduction to the field of learning disabilities. It is estimated that from 5 percent to 20 percent of the school population may have learning disabilities that affect their schooling. In general, the learning disabled child has a perception problem, but within that general definition are many kinds of problems that can be difficult to recognize and diagnose. This book provides the information needed to understand the problem of the learning disabled child. A chapter on the learning disabled adolescent is included.

SOURCE: Parthenon Press
Nashville, TN

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE:	Yes, They Can! A Practical Guide for Teaching the Adolescent Slower Learner by Kenneth J. Weber (book; 194 pp.)
SPECIFIC CONCERN:	Teaching the learning disabled student
GROUPS SERVED:	Learning Disabled
INTENDED USERS:	Teachers
CONTENTS:	This is a warmly written book about teaching a class of slow learners and about teaching the adolescent who expects to fail. The book does not assume that failure can be eliminated; it does attempt to show how to reduce failures by teaching for success, expanding a definition of the slow learner, and recommending a style of curriculum. The largest part of the book outlines a number of practical approaches to meeting the psychological and practical needs of the adolescent slow learner.
SOURCE:	McDougal, Littell & Company Evanston, IL
COST:	Not known
AVAILABILITY:	From stock
EASE OF USE:	Easy reading

RESOURCE: Helping the Adolescent with the Hidden Handicap edited by Lauriel E. Anderson (book; 160 pp.)

SPECIFIC CONCERN: Understanding learning disabilities

GROUPS SERVED: Learning Disabled

INTENDED USERS: Counselors, Parents, Teachers

CONTENTS: This book is a collection of writings that presents a multidisciplinary approach to the social, emotional, medical, and educational problems of teenagers who are learning disabled. Some of the chapter headings are "Guidelines for Parents," "Medical Needs of NH Adolescents," "Making Physical Education Helpful--Not Humiliating," "Reversing a Negative Self-Image," and "Moving Toward Adulthood."

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $5.00 (Catalog No. ISBN: 010-1)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: The Guidance of Exceptional Children: A Book of Readings
by John C. Gowan, George D. Demos, and Charles J. Kokasha
(book; 465 pp.)

SPECIFIC CONCERN: Guidance counseling for exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Counselors, Teachers

CONTENTS: The guidance of exceptional students is not a well-developed area of education. This book tries to fill in some of the gaps that exist. The readings are grouped according to exceptionability, and within each grouping a chapter is devoted to vocational counseling of the exceptional students. Other topics covered are self-concept and the physically different child, counseling underachievers, critical variables in counseling the mentally retarded, vocational needs in educational programs for deaf youth, and dynamic factors affecting family adjustment to the handicapped child.

SOURCE: David McKay Company, Inc.
New York, NY

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Moderate reading

RESOURCE:	Communicating with Parents of Exceptional Children by Roger Kroth (book)
SPECIFIC CONCERN:	Parent-teacher relationships
GROUPS SERVED:	All Exceptional Students
INTENDED USERS:	Administrators, Teachers
CONTENTS:	This book is intended to improve parent-school relationships. It is a book of techniques rather than theory. Specific suggestions are given on when to schedule meetings and what materials are best suited to improve communication between the parent and the school. The bock is well-suited for in-service workshops and seminars and for teacher-education courses.
SOURCE:	Love Publishing Company 6635 E. Villanova Place Denver, CO 80222
COST:	$4.50
AVAILABILITY:	From stock
EASE OF USE:	Moderate reading

RESOURCE: The Disabled and Their Parents: A Counseling Challenge by Leo Buscaglia (book; 393 pp.)

SPECIFIC CONCERN: Counseling exceptional students

GROUPS SERVED: Blind/Visually Impaired
Deaf/Hearing Impaired
Orthopedically Handicapped
Speech Impaired

INTENDED USERS: Teachers

CONTENTS: This book covers most topics that would be of interest to counselors of exceptional students. Attitudes and counseling strategies are discussed along with special problems of the disabled. Chapters are also included that were written by exceptional individuals themselves and by parents of exceptional individuals describing their own experiences and insights. A literature review is included.

SOURCE: Charles B.Slack, Inc.
Thorofare, NJ 08086

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

Legal Requirements for the Education of Exceptional Students

RESOURCE: Workshops Materials: Educational Rights of Handicapped Children written and edited by Reed Martin (book; 125 pp.)

SPECIFIC CONCERN: Legal requirements for education of handicapped children

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators

CONTENTS: Materials presented in this book were the subject of a two-day workshop given by the author. The information is presented in a clear, concise manner using language that is easily understood by anyone. Topics covered include the following: sources of law; eligible children: an affirmative responsibility; providing a "free appropriate public education"; individual education in the least restrictive environment; procedural safeguards; record keeping and confidentiality; protection against abuse; required public evaluations of your program; and references and resources. Excerpts from PL 94-142, PL 93-113, and PL 94-103 are included. This manual should prove most useful to anyone needing a working knowledge of legal requirements for education of handicapped individuals.

SOURCE: Public Law Division
Research Press Company
2612 N. Mattis Avenue
Champaign, IL 61820

COST: $19.95

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: A Primer on Due Process: Education Decisions for Handicapped Children by Alan Abeson, Nancy Bolick, and Jayne Hass (book; 58 pp.)

SPECIFIC CONCERN: Due process requirements for exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Students, Teachers

CONTENTS: This document presents an approach to meeting the requirements of due process in the identification, evaluation, and educational placement of handicapped children. Attention is devoted to the steps needed to meet the requirements and the sequence in which they can be implemented. The sequence is intended to meet the standards of procedural due process by providing procedural safeguards so that the exceptional individual has the opportunity to be heard as well as the right to impartial resolution of conflicting positions. The topics covered in the chapters are:

1. Due Process of Law: Background and Intent
2. Due Process of Laws: Procedures, Sequences and Forms
3. Hearing Officers and Procedures
4. The Parent Surrogate: One Approach

SOURCE: Council on Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $4.95

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: An Analysis of PL 94-142: The Education for All Handicapped Children Act of 1975 (booklet, 25 pp.)

SPECIFIC CONCERN: Implications of federal legislation

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators, Teachers

CONTENTS: This document is a section by section analysis of PL 94-142; a general comparison of PL 94-142 with previous laws, and a description of general state and local responsibilities. Implications vary from state to state and district to district, but the intent is to provide interested individuals with a document that will allow quick reference to various provisions of the law.

SOURCE: The National Association of State Directors of Special Education, Inc.
1201 16th Street, N.W. Suite 610E
Washington, D.C. 20036

COST: $2.00

AVAILABILITY: From stock

EASE OF USE: Well organized; definitions provided

RESOURCE: Public Policy and the Education of Exceptional Children edited by Frederick J. Weintraub, Alan Abeson, Joseph Ballard, and Martin L. La Vor. (book)

SPECIFIC CONCERN: Public policy for exceptional children

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators

CONTENTS: The book is divided into five sections, each independent of the other so that the reader can read the entire book or only those sections of particular interest.

- Section 1. The Educational Rights of Exceptional Children
- Section 2. State and Federal Policy for Exceptional Children
- Section 3. Avenues for Public Policy Change
- Section 4. Understanding the Political Process
- Section 5. Professional Rights and Responsibilities

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $13.95

AVAILABILITY: From stock

EASE OF USE: Moderate reading with some use of legal terms

Administrative Concerns

RESOURCE: Vocational Education Administrative Policies Manual for Handicapped Students by Sharon Davis and Michael Ward (book)

SPECIFIC CONCERN: Establishing policy for vocational programming

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The purpose of this manual is to aid local educational agencies in establishing policy for vocational programming for handicapped students. The manual contains actual policy language. The policies and procedures included are based on practices recommended by local educational agency administrators and are consistent with statues and regulations for PL 94-142, PL 94-482, and Section 504 of PL 93-112. The manual is organized into eight sections: administration, identification of students, vocational assessment, program placement, service delivery, facilities and transportation, personnel, and fiscal management.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Mainstreaming: A Practical Guide by James L. Paul, Ann P. Turnbull, and William M. Cruickshank (book; 147 pp.)

SPECIFIC CONCERN: Mainstreaming exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers, Parents, Support Personnel, Others Involved in Mainstreaming

CONTENTS: This book is intended as a practical guide to all those involved in mainstreaming students--principals, teachers, professional support personnel, parents, school board members, and others. The first three chapters describe the basics of preparing for mainstreaming in public schools. The planning process is discussed, along with the roles and responsibilities of students, parents, the community, and the education system. Chapter 4, on in-service teacher training, describes the changes that are needed. In Chapter 5 on pre-service teacher education, the authors discuss changes that are needed in schools of education. Chapter 6 deals with implementing mainstreaming. It includes a discussion of principles of program development and implementation, along with recommendations to help the process.

SOURCE: Syracuse University Press
Syracuse, NY 13210

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: "Hello Everybody . . ." (six-color sound filmstrips about handicapped children)

SPECIFIC CONCERN: Establishment of policy regarding services to exceptional students

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators, Students, Teachers

CONTENTS: The purposes of these filmstrips are as follows:

1. to aid the mainstreaming process by preparing students to accept the handicapped individual. The films meet both affective and content objectives.
2. to give teachers the basic factual information they need to write better Individualized Educational Plans (IEP's).
3. to serve as a constructive basis for Parent Education programs and community outreach programs
4. to provide effective, positive, role models for the exceptional child.
5. to desensitize persons who may be apprehensive about working with handicaps.

There are six sets each dealing with a specific handicap: (1) hearing and speech impairment, (2) visual impairment, (3) orthopedic handicaps, (4) developmental disabilities, (5) learning disabilities and (6) behavior disorders.

SOURCE: SFA James Stanfield Film Associates
P.O. Box 851
Pasadena, CA 91102

COST: Purchase Parts 1-6 ... $175 includes Guide and Supplemental Materials (quantity discounts available)
Individual Sets ... $35 each
Rental ... $50/two weeks; total set

AVAILABILITY: Call collect at (213) 578-1658 for more information

RESOURCE: Competency-Based Administrator Education Module: Planning Vocational Education Programs for the Disadvantaged and Handicapped by Arlington W. Chisman and Kathy Novak (book; 76 pp.)

SPECIFIC CONCERN: Developing a written plan for a vocational program for exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators

CONTENTS: This module has seven objectives; the end objective is to develop a written plan for a vocational program to serve exceptional students. The other objectives are: (1) to demonstrate an understanding of federal legislation and funding sources related to vocational education and exceptional students; (2) to determine the need for vocational education programs for local disadvantaged populations; (3) to determine the need for vocational education programs for local handicapped populations; (4) to establish policies and procedures to facilitate offering vocational education to exceptional students; (5) to determine resource requirements for providing instruction to exceptional students; (6) to develop a written timetable for implementing a vocational program for exceptional students in local school districts.

SOURCE: Competency-Based Administrator Education Project
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blackburg, VA 24061

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Expanding Options for Handicapped Persons Receiving Vocational Education (book; 212 pp.)

SPECIFIC CONCERN: Planning and implementing vocational education for secondary students

GROUPS SERVED: Exceptional Students in High School

INTENDED USERS: Administrators, Counselors, Parents, and Teachers

CONTENTS: This book is the result of a 5-day conference conducted in West Virginia. The purpose of the conference was to "stimulate change in vocational education for students at the secondary level who have special education needs." A detailed description of the conference is given so that the conference and program can be implemented anywhere in the nation. The subjects dealt with were the following:

- Operational world: funding power; personnel development; program development; LEA plan writing and accountability on the national, regional, state, district, and school levels.
- Student world: Identification and referral; assessment and individual planning; placement and programs; monitoring and evaluation model for due process procedures, parent participation, and confidentiality of data.
- Training world: Career preparation; formal studies skill development; work adjustment in relation to curricula content, available materials, teaching methods, and the training environment.

(con't.)

SOURCE: West Virginia State Department of Education
Division of Special Education
Capital Complex
Charleston, WV 25301

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Well organized; simple to use

Contents: (continued)

- Work world: Job marketing, job development, job placement, and job follow-up in relation to research resources; pre-/in-service training; network integration; and outcome guarantees

The training manual used is included in the book.

RESOURCE: Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped: Progress Report 1975 by Roger H. Lambert et al. (report; 69 pp.)

SPECIFIC CONCERN: Model programs

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This document is about the activities carried out over a 1-year period by the Center for Studies in Vocational and Technical Education project to modify regular programs and develop curriculum materials for vocational education of the handicapped. Section I contains a summary of project activities which include: workshops in Wisconsin's districts, collection of materials about handicapping conditions and special education, the development of publications for use in working with handicapped persons, development of a bibliography of free loan materials for handicapped and special education. Section II contains a summary of the convention program activities.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $3.50 hardcopy
(ED 121 048)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Improving Occupational Programs for the Handicapped by Scott L. Parker et al. (book; 227 pp.)

SPECIFIC CONCERN: Program models

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: Material presented in this manual is based on a study of 30 existing vocational education programs. Three types of programs are described: (1) modified programs for handicapped students in the regular classroom, (2) special programs for the handicapped in segregated classrooms, and (3) special programs for severely handicapped students in special classes or residential schools. The following topics are covered: laying the groundwork; designing a program; focusing on the student; meeting the student's needs; preparing for specific skill training; selecting type of vocational training; providing related or academic instruction; obtaining supportive and social services; assisting in transition to the work world; conducting job placement and followup; and achieving interagency, interdistrict, and community coordination and cooperation. The appendixes contain a checklist for program evaluation, and abstracts of 30 programs studied in depth.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $13.00 hardcopy
(ED 117 914)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation by Allen T. Phelps et al (A final report on the National Workshop on Vocational Education for Special Needs Students; 265 pp.)

SPECIFIC CONCERN: New staff skills needed

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This report describes a workshop for vocational education and special education teachers. Activities at the workshop revolved around meeting the needs of ten university/state department teams in developing and/or expanding their programs. This report is designed for use by persons in local educational agencies who have responsibility for staff development and inservice education. (It may also prove useful to vocational and special educators who are interested in the personnel preparation process.) Part I describes the presentations and activities of workshops and Part II is a description and analysis of the professional tasks that were identified as critical for personnel involved in vocational programming for special needs students. The personnel preparation models prepared by the ten attending teams are included in Part III.

SOURCE: Resources in Vocational Education/ERIC
Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
(903) 841-1212

COST: Microfiche $.83 Hardcopy $14.05 plus postage
(ED 132 303)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Vocational/Career Education Programs for Persons with Special Needs in Wisconsin Vocational Technical and Adult Education Districts, 1976-1977 by Floyd W. Tindall et al. (post-secondary programs only) (final report; 84 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This document contains information on the vocational/career education programs funded by the 1968 Vocational Amendments and Wisconsin's 17 vocational technical and adult education districts to provide services to special needs students. There are two sections: Disadvantaged and Handicapped Occupational Programs (Section I) and Consumer and Homemaking Education Programs for Disadvantaged and Handicapped (Section II). Project/program entries are listed according to district and categorized according to prevocational program, supportive service, or curriculum areas. Each entry includes a descriptive title, location, information and administrative contact, type of handicapped student served and a brief program description. Much of this document could serve as a model for vocational administrators when they are planning programs to mainstream the exceptional student.

SOURCE: Resources in Vocational Education
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
(703) 841-1212

COST: Microfiche $.83 (ED 132 424)
Hardcopy $4.67 plus postage

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Occupational Training Plans for Disadvantaged and Handicapped Students in Vocational Education: A Manual for Use in Cooperative Work Experience Programs edited by Robert K. Eley (book; 253 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The purposes of this manual are:

1. To serve as a description of the kinds of content that should be in a training plan
2. To serve as an example in discussing training plans with employers
3. To assist vocational instructors in developing training plans
4. To serve as one source of occupational content for several common occupations. The format shows approximate time required to learn a job skill, a list of learning activities, on-the-job training needed, in-school time needed, and spaces for evaluation and for individual study assignment. Training plans included are for assembly line worker, automobile-service-station attendant, busboy, carpenter's helper, cook helper, dishwasher, general farm hand, general housekeeper, grocery cashier, laundry worker, lawnmower repairman, machinist helper, mail clerk, physical therapy aide, steam table server, and stock clerk.

SOURCE: Resources in Vocational Education/ERIC
Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
(903) 841-1212

COST: Microfiche $.83 Hardcopy $14.05 plus postage
(ED 132 286)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Interpretive Study: Mainstreaming Vocational Education for the Handicapped in California Secondary Schools by Gordon F. Johnson and [illegible] Reilly (final report; 83 pp.)

SPECIFIC CONCERN: Policy manual for providing services

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This study of mainstreaming guidelines and practices was done because of a growing need to identify the components of vocational programs, services, and activities that serve the Handicapped persons in California secondary schools. The objectives of the study were (1) to develop guidelines for establishing mainstreaming opportunities in vocational education for the handicapped; (2) to identify characteristics and provisions of vocational programs that are mainstreaming the handicapped; (3) to provide a step-by-step procedural manual for mainstreaming handicapped in vocational programs that will provide pertinent information for field practitioners.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $4.67 hardcopy
(ED 133 491)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Teaching Exceptional Children in All America's Schools by Maynard C. Reynolds and Jack W. Birch (book; 800 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational and special educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This book is designed for pre- and in-service training of regular and special education teachers who will be working together to educate handicapped and gifted children. The authors contrast the prevailing practices with preferred approaches for each issue covered in the text. Issues covered include assessment, parent participation, school programs for exceptional children, descriptions of various exceptionabilities, etc. Each chapter begins with suggestions for students and instructors on how to develop each issue into a learning unit complete with additional resources and activities. Valuable appendices include a list of organizations and agencies, information and instructional materials centers, and teacher training materials.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $15.00

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Teaching Handicapped Students: Selected Resources for Vocational Teachers and Teacher Educators by Dennis R. Herschbach (bibliography; 22 pp.)

SPECIFIC CONCERN: Resources available for instructional and related materials

GROUPS SERVED: All Exceptional Individuals

INTENDED USERS: Administrators, Teachers

CONTENTS: Information on the development and implementation of instructional programs for exceptional students is presented in this book. An attempt was made to address various categories of handicaps, along with attention to a number of concerns such as program design, student behavior, evaluation, and individualizing instruction and job placement. The material is divided into four sections:

1. Books Relating to the Teaching of Handicapped Students
2. Publications from Agencies and Organizations Serving Handicapped Students
3. Agencies and Organizations Serving Handicapped Students
4. Relevant Abstracts, Indexes and Journals

SOURCE: Department of Industrial Education
University of Maryland
College Park, MD 20740

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Very easy; a good resource document

RESOURCE: Instructional Development for Special Needs Learners: An Inservice Resource Guide by T. Allen Phillips (modules)

SPECIFIC CONCERN: Improving instructional programs and services for special needs learners

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: Seven modules are contained within this resource guide. It is meant to be used in an in-service setting. The basic purpose of this resource document is to help teachers improve the planning, implementation, and evaluation of individualized educational programs at the secondary level. The subject matter covered by the modules is learner analysis, cooperative instructional arrangements, instructional resources, cluster and content analysis, instructional planning, instructional implementation, and evaluation of learner progress. A self-evaluation checklist and bibliography is provided at the end of each module.

SOURCE: Department of Vocational and Technical Education
University of Illinois at Urbana-Champaign
Urbana, IL 61801

COST: Not known

AVAILABILITY: Not known

EASE OF USE: A very comprehensive resource document. Instructions on how to use the guide are included in the introduction. Each module can be used as a separate unit and they need not be used in their numbered sequence.

RESOURCE: A Primer on Individualized Education Programs for Handicapped Children edited by Scottie Torres (book; 60 pp.)

SPECIFIC CONCERN: Compliance of PL 94-142; developing an IEP

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers, Parents

CONTENTS: At the core of PL 94-142 is the written individualized education program. The IEP is meant to be the link between the exceptional child and the educational services now mandated by public law. This primer provides advice and information needed to develop, implement, and monitor an IEP. Topics covered are (1) Understanding the Individualized Education Program, (2) Present Levels of Performance and Assessment: Some Basic Considerations, (3) Annual Goals and Short Term Objectives, (4) Arranging Specific Educational Services to be Provided, (5) Evaluating Individualized Education Programs, (6) Meeting to Develop the Individualized Education Program, (7) The Teacher's Role in Development, (8) Bey and the Individualized Education Program: The Instruction Plan, (9) Parents Participation, (10) Developing An Administrative Process: Some Decisions. The appendices include a sample IEP form and a reprint of the relevant section of PL 94-142.

SOURCE: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $4.95

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: A Bibliography of Materials for Handicapped and Special Education (second edition) by Roger H. Lambert (book; 74 pp.)

SPECIFIC CONCERN: Resource materials

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This bibliography contains 1,621 references for materials related to vocational and technical education of exceptional students. Materials are organized by particular type (program development and administration, software instructional materials/devices, ancillary services, evaluation and research, and groups/organizations); by specific handicap (visually impaired, hearing impaired, physically handicapped, mentally retarded, emotionally disturbed, speech/language disability, learning disabled, multiply handicapped, chemically dependent, and offenders); or by specific skill areas (communication skills, interpersonal and behavior copying skills, motoric skills, perceptual skills, vocational and avocational skills development, agriculture, health occupations, and trade and industry). Entries are coded by Office of Education Curriculum Codes and Educational Resources Information Center description. The entries include the author; publisher and address; bindings and pagination for books; price; and information for films, cassettes, slides, and other nonprint materials.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $3.50 hardcopy
(ED 123 839)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition. By Roger H. Lambert (book;38pp.)

SPECIFIC CONCERN: Curriculum development and instructional activities

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

DESCRIPTION: This bibliography contains over 300 citations grouped under different code numbers which provide information about the document content. The bibliography was developed to encourage and support curriculum development and instructional activities in vocational education for exceptional students.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Va. 22210

COST: $.83 microfiche $2.06 hardcopy
(ED 134 679)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Resources in Vocational Education (bimonthly catalog)

SPECIFIC CONCERN: Resources available to vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This catalog is prepared bimonthly by the staff of the Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) Project under a contract with the U.S. Office of Education. Abstracts of research, instructional, and other materials in vocational and technical education are included along with abstracts of funded proposals. The full text of most documents is available on microfiche or hard copy from the ERIC Document Reproduction Service. Microfiche is also available in local ERIC microfiche collections (check local university libraries and county libraries).

SOURCE: CVE Publications
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

COST: $35 per year

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Outfront in Special Education (monthly publication)

SPECIFIC CONCERN: Establishment of policy regarding services to exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Parents

CONTENTS: Outfront is a monthly consulting service prepared by some of the nation's leading management systems consultants experienced in special education program management and educational administration. Information is organized in a terse, to-the-point fashion. Analyses and recommendations on the managerial, legal, and programmatic aspects of special education are given. Recent topics covered have been educational accountability, considerations for implementing PL 94-142, federal and state influences on the LEA, standards for appeals of placement decisions, etc.

SOURCE: Outfront Information Service
P.O Box 5767
Richardson, TX 75080

COST: One professional subscription $36.00
One institutional subscription $100.00
Parent subscription $15.00

AVAILABILITY: From stock; other publications also available on subjects such as accountability for special educators, working with parents, and educational rights of exceptional students

EASE OF USE: Easy reading

RESOURCE:	Barrier-Free School Facilities for Handicapped Students (book)
SPECIFIC CONCERN:	Environmental redesign
GROUPS SERVED:	All Exceptional Students
INTENDED USERS:	Administrators
CONTENTS:	This book illustrates how to design or alter buildings to comply with the regulations for Section 504 of the Rehabilitation Act of 1973. Schools built after June 3, 1977 must conform to the accessibility standards of the 504 regulations. Plans for alterations to existing buildings must be submitted by December 3, 1977 and are to be completed by June of 1980. The report offers suggestions and blueprints for changes in parking lots, walks, ramps, stairs and rails, entrances and doors, elevators, and corridors. Also covered are suggestions about furniture, lighting, bathrooms, and display and work surfaces.
SOURCE:	Educational Research Services, Inc. 1800 N. Kent Street Arlington, VA 22209
COST:	$7.00
AVAILABILITY:	From stock
EASE OF USE:	Moderate reading

RESOURCE: American National Standard: Specifications for making buildings and facilities accessible to, and usable by, the physically handicapped (booklet; 11 pp.)

SPECIFIC CONCERN: Environmental redesign

GROUPS SERVED: Blind/Visually Impaired
Deaf/Hearing Impaired
Orthopedically Impaired

INTENDED USERS: Administrators

CONTENTS: These standard specifications are to be used to make all public buildings and facilities accessible to, and functional for, the physically handicapped. Definitions are given, along with general principles and considerations. Information on site development and specifications for buildings is also given.

SOURCE: American National Standards Institute
1430 Broadway
New York, NY 10018

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Accessibility Modifications: Guidelines for modifications to existing buildings for accessibility to the handicapped by Ronald L. Mace, AIA (book; 62 pp.)

SPECIFIC CONCERN: Environmental redesign

GROUPS SERVED: Blind/Visually Impaired
Deaf/Hearing Impaired
Orthopedically Impaired

INTENDED USERS: Administrators

CONTENTS: Recent legislation has made it mandatory that all public buildings be accessible to handicapped individuals. This book provides a guide for administrators, owners, and others for identifying existing barriers in buildings, making modifications to erase those barriers, and in estimating the cost of such modifications. The book is divided into three major sections:

I. Survey of Existing Buildings
II. Illustrated Guide to Modifications
III. Cost Analysis Section

SOURCE: Special Office for the Handicapped
North Carolina Department of Insurance
Engineering and Building Codes Division
P.O. Box 26387
Raleigh, NC 27611

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Easily read and used; some knowledge of building construction helpful, but not necessary.

RESOURCE: Humanscale 1/2/3 by Neils Diffrient, Alvin R. Tilley, and Joan C. Bardagjy (measuring device and booklet; 32 pp.)

SPECIFIC CONCERN: Environmental redesign

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Administrators, Architects, Engineers

DESCRIPTION: The three designing scales provide the information needed to modify buildings and equipment to make them useful to the physically handicapped. The first scale deals with body measurements, the second with seat/table guides, and the third with "Wheelchair Users/Handicapped and Elderly." The accompanying booklet has sections describing the use of each scale. The section on "Requirements for the Handicapped and Elderly" lists the barriers that exist in most buildings for the orthopedically handicapped, the blind, and the deaf.

SOURCE: MIT Press
Massachusetts Institute of Technology
Cambridge, MA 02142

COST: $35.00

AVAILABILITY: From stock

EASE OF USE: Booklet is easily read and informative. The actual scales require some knowledge of engineering and design in order to understand them.

RESOURCE: A Pilot Study of Selected ROP Curricula and Facilities to Determine Their Appropriateness and Accessibility for Orthopedically Handicapped Students (book)

SPECIFIC CONCERN: Evaluation of building accessibility and curriculum effectiveness

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Administrators

CONTENTS: The first half of this book describes the study that was conducted of Regional Occupation Programs to determine their accessibility and usefulness to orthopedically handicapped students. The second half of the book consists of a "How-To-Do-It-Kit" that should prove useful to administrators in determing the appropriateness and value of their own courses/facilities. The "Kit" contains:

1. Survey instructions
2. Explanation to introduce survey team and its objectives to a course instructor
3. Curriculum evaluation questionnaire
4. Architectural barrier evaluation questionnaire
5. Guidelines

"With appropriate indoctrination and practice a survey team consisting of 3 persons should be able to evaluate the most complex situation in about 2 1/2 hours."

SOURCE: Superintendent of Schools
Department of Education, San Diego County
6401 Linden Vista Road
San Diego, CA 92111

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Work with an architect is necessary when planning or modifying facilities.

Instructional Concerns

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Developing a General Understanding prepared by R. Weisgerber (self-instructional module; 87 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This module is intended for in-service training of vocational educators working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education programs involving the handicapped. The general purposes of this module are as follows:

1. To acquaint vocational educators with the ethical and legal rights of the handicapped to vocational education services
2. To familiarize vocational educators with specific handicapping conditions, including terminology, variations in severity, and differing capabilities of handicapped students.
3. To acquaint vocational educators with the components of vocational education programs for the handicapped and provide illustrations from existing mainstreaming efforts for the various handicapped categories being considered.
4. To acquaint vocational educators with resource and referral agencies and various publications available

(continued on next page)

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.89

AVAILABILITY: From stock

EASE OF USE: Easy reading; first in a series of seven modules

to aid them in the instruction of handicapped students.

The module is organized into three main sections which describe 1) the educator, the student and the task; 2) establishing a plan for instruction; and 3) carrying out that plan.

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Developing a Positive Attitude prepared by Richard Bond (self-instructional module; 35 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This module focuses on understanding attitudes and feelings involved in teaching handicapped students and on exploring ways of developing a climate of positive attitudes to support instruction of handicapped students in regular classrooms. The general purposes of this module are as follows:

1. To understand attitudes and how they affect behavior.
2. To understand the bases for attitudes that can affect success in teaching.
3. To develop practical living skills in solving problems that involve attitudes and feelings.

SOURCE: American Insitutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $1.45

AVAILABILITY: From stock

EASE OF USE: Easy to read and use; second in a series of seven modules.

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Orthopedically Handicapped prepared by R. Weisgerber (self-instructional module; 47 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Teachers

CONTENTS: The general purposes of the module are:

1. To explain what orthopedically handicapped means and to explore the range of vocational capabilities of the student
2. To explain the ways in which the vocational educator can help the orthopedically impaired student develop his vocational potential
3. To present the vocational educator with guidelines for developing a plan of individualized instruction for the orthopedically impaired student
4. To provide listings of resource agencies and further readings to assist the vocational educator

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $1.78

AVAILABILITY: From stock

EASE OF USE: Easy reading with review questions at the end of each section; third of a set of eight modules on mainstreaming the handicapped in vocational education

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Mentally Retarded prepared by Claudette Smith (Self-instructional module; 63 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Teachers

CONTENTS: This module is designed to give the vocational educator an understanding of the mentally retarded student. The general purposes of this module are as follows:

1. To explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student
2. To present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student
3. To provide listings of resource agencies and further readings

The module considers important points in setting up an individualized instructional program for mentally retarded students. Brief review questions are provided throughout the module.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.20

AVAILABILITY: From stock

EASE OF USE: Easy reading; fourth in a series of seven modules

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Visually Handicapped prepared by Caroline M. Dillman and Patricia Maloney (self-instructional module; 62 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Visually Impaired

INTENDED USERS: Teachers

CONTENTS: The purposes of this module are as follows:

1. To familiarize vocational educators with handicapping conditions of the legally blind and partially seeing, including terminology, variations in severity, and differing capabilities of these students
2. To outline and discuss plans for individualizing instruction so that it will meet the needs of visually handicapped students and will simplify the educator's task in teaching these students
3. To provide vocational educators with resource and referral agencies and with various publications that can aid them in dealing with visually handicapped students.

The module is organized into three main sections: (1) The Educator, the Student, and the Task; (2) Establishing a Plan for Individual Instruction; and (3) Carrying Out a Plan of Individual Instruction.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.20

AVAILABILITY: From stock

EASE OF USE: Easy reading; fifth in a series of seven modules

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Communication Impaired prepared by Patricia Maloney (self-instructional module; 53 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Speech Impaired

INTENDED USERS: Teachers

CONTENTS: This module is designed to help the vocational educator learn about the communication impaired student. The general purposes of this module are as follows:

1. To explain the meaning of a communication handicap: what it is, what the range of severity is, and how it affects the student's vocational performance
2. To present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the student with a communication handicap.
3. To provide listings of resource agencies and further readings

This module considers important points in setting up individualized instructional programs for communication impaired students. A section listing resource agencies and persons to contact for assistance is included.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.17

AVAILABILITY: From stock

EASE OF USE: Easy reading; the sixth in a series of seven modules.

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Developing a Plan for Action prepared by R. Weisgerber (self-instructional module; 18pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This module is meant to be used after the study of the other six modules in this series. The titles of the six modules are Developing a General Understanding, Developing a Positive Attitude, Serving the Orthopedically Handicapped, Serving the Mentally Retarded, Serving the Visually Handicapped, and Serving the Communication Impaired.

Each page of this seventh module represents a step in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in pre-service or in-service training.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $.90

AVAILABILITY: From stock

EASE OF USE: Easy to read and use

RESOURCE: Making It Work: Practical Ideas for Integrating Exceptional Children into Regular Classrooms edited by Barbara Aiello (book; 112 pp.)

SPECIFIC CONCERN: Instructional techniques

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This booklet provides examples of successful mainstreaming programs, interviews with persons involved in mainstream education, and, most importantly, "how-to's" for setting up successful mainstreaming programs. Basic definitions on mainstreaming are provided. The suggestions and ideas can be most useful in beginning the gradual process of integrating exceptional children into the regular class setting.

SOURCE: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Vocational Entry-Skills for Secondary Students by Winifred Y. Washburn, M.A. (book; 223 pp.)

SPECIFIC CONCERN: Developing basic vocational skills

GROUPS SERVED: Emotionally Disturbed, Exceptional-Gifted, Learning Disabled, and Mentally Retarded

INTENDED USERS: Teachers

CONTENTS: This is a specialized book on teaching basic vocational skills. Perhaps the best way to describe this book is to list its stated objectives.

- Those students who are ready for work and who desire to learn how to work will be given intensive training and help to enter the world of work.
- Learning disabled students will be helped to achieve degrees of success in all basic academic skills so they will begin to achieve degrees of success in work experience and jobs.
- Students will learn job orientation and entry-level job skills.
- Students will attempt jobs of their own capability; they will receive counseling and additional help toward full-time employment.

The manual "attempts to sequence Career Education and Vocational Education so that the student continually builds his vocational skills." The material in the manual is aimed at the average and above-average student with learning disabilities.

SOURCE: Academic Therapy Publications
1539 4th Street
San Rafael, CA 94901

COST: $10.00

AVAILABILITY: From stock

EASE OF USE: Simple to use; well organized; materials such as books and kits are required for certain lessons. If not already available to the instructor, these can be purchased under Vocational Special Education Funds (5% of funds reserved)

RESOURCE: Teaching Educationally Handicapped Children edited by John S. Arena (book; 112 pp.)

SPECIFIC CONCERN: Teaching strategies

GROUPS SERVED: Learning Disabled

INTENDED USERS: Teachers

CONTENTS: Twenty-two teachers and remedial specialists contribute their ideas and suggestions for teaching methods that have worked extremely well with learning disabled children. Descriptions are provided that are useful in classroom and clinical situations.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $3.50 (Catalog No. ISBN: 000-4)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Follett Coping Skills Series: Finding Work developed by McVey & Associates, Inc.

SPECIFIC CONCERN: Instructional materials

GROUPS SERVED: Educational Handicapped, Mentally Retarded

INTENDED USERS: Students

CONTENTS: This book is one in a series of workbooks designed to provide skills and knowledge necessary to cope with the complex demands of modern life. Each workbook is written at no higher than the 3.5 grade level on the Spache scale. A motivating introduction tells what will be studied, so that students perceive the benefits of completing the lesson. The occupational knowledge book, Finding Work, emphasizes skills needed to find a job. Subjects covered include want ads and other sources of job information, applications, and self-evaluation.

SOURCE: Follett Publishing Company
Customer Service Center
Box 5705
Chicago, IL 60680

COST: $1.80 (Code No. 2175)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Vocational Kit edited by Lauriel E. Anderson

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: Educationally Handicapped, Learning Disabled

INTENDED USERS: Administrators, Counselors, Parents, Students, Teachers

CONTENTS: This kit is a collection of articles, in folder form, designed to suggest some extra steps to help the adolescent/adult with special problems to meet the vocational expectations of the adult world. Topics covered include tips for getting a job; what it means to be a perceptually handicapped adult; suggestions for employers and spouses; how parents can become a job resource; teaching and vocational education for the handicapped; suggestions for the rehabilitation counselor and the employer; employment barriers that need to be removed; and a first report on a research project with 20 learning disabled adults conducted by the California Association of Neurologically Handicapped Children. Bibliographical sources and community resources are also included.

SOURCE: CANHC Literature
P.O. Box 710
Larkspur, CA 94939

COST:

Single copies	$14.95
Ten or more (to one address)	$13.45

Postage and handling, add 10% of total KIT cost. Prepayment is necessary.

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Teaching the Learning Disabled Child by Norris G. Harine and Barbara Bateman (book; 341 pp.)

SPECIFIC CONCERN: Teaching the learning disabled student

GROUPS SERVED: Learning Disabled

INTENDED USERS: Administrators, Teachers

CONTENTS: This very comprehensive book is meant to provide systematic guidelines to the teacher who is new to the learning diabilities area. A number of education assessment and instructional tactics are discussed. Comments from teachers on various teaching methods used are given along with specific strategies.

SOURCE: Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: SCIL (Systematic Curriculum for Independent Living) by Marta A. Hannah, et al. (four three-ring binders; 2,500 pp.)

SPECIFIC CONCERN: Life skills training programs

GROUPS SERVED: Educable Mentally Retarded, Learning Disabled

INTENDED USERS: Teachers

CONTENTS: This program is designed for adolescent and adult learning-disabled individuals. It is so versatile in nature that it can easily be adapted to those with severe learning disabilities and to those with higher functioning levels. The program is diagnostic and prescriptive in nature, set up in such a way that each individual subject area identifies target behaviors, pinpoints specific behavioral objectives, and suggests specific lesson plans to help implement treatment. Topics covered are math, money, time, measurement, functional reading, speech, postage, telephone, writing, personal care, sexuality, health and first aid, home care, social skills, vocational, community living, and leisure time. The SCIL can be used in public schools, sheltered workshops, adult activity centers, and private institutions. The program is flexible enough so that it can easily be extended into a full, four-year, secondary-level program.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $145 (Catalog No. LSBN: 187-6)

AVAILABILITY: From stock

EASE OF USE: Well organized yet versatile; easy to use

RESOURCE: Basic Business: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 72 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This is one of a series of six teachers guides that were designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the basic business unit, references, charts and masters for projectuals, and 33 lesson plans. Examples of the lesson plan topics are the world of business, the telephone, filing, mail room, adding machines, calculators, payroll deductions, IBM selectric typewriter, photocopying, and cash register.

SOURCE: New Jersey Vocational-Technical Curriculum Lab.
Bulding 4103
Kilmer Campus
Rutgers University
New Brunswick, NJ 08903

COST: $2.50 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132418 Microfiche $.83 Hardcopy $3.50)

EASE OF USE: Moderate reading

RESOURCE: Beauty Culture: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 107 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This guide is one of a series of six teacher's guides. It contains a foreword, objectives of the beauty culture unit, references, charts and masters for projectuals, and 36 lesson plans. Examples of lesson plan topics are beauty culture as an occupation, personality, attitude, behavior, good grooming, posture, personal care, makeup application, types of bacteria, infectious diseases, sterilization, antiseptics and disinfectants, composition of the nail, combing tangled hair, the nature of hair, bones of the hand, Manicuring, shampooing, hair analysis, hair styling, the skin, facial manipulations, fingerwaving, and review practice.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

COST: $2.50 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132 419 Microfiche $.83 Hardcopy $6.01 plus postage)

EASE OF USE: Moderate reading

RESOURCE: Sewing: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 87 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This is one in a series of six teachers guides. Each one of the guides contains daily lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities and evaluation suggestions. There are thirty lessons contained in this guide, including such topics as hand sewing fundamentals, basting, hemming, threading a sewing machine, winding the bobin, backtacking and topstitching. Charts, masters for projectuals, and a short-answer sewing test are also included.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, NJ 08903

COST: $2.50 plus postage

AVAILABILITY: From stock. Also available from ERIC Document Reproduction Service (ED 132 422 Microfiche $.83 Hardcopy $4.67 plus postate)

EASE OF USE: Moderate reading

RESOURCE: Foods: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 208 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This is one of a series of six teacher's guides. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. Forty-eight lesson plans are contained in this guide, covering such as safety rules of the kitchen, following a recipe, use and care of equipment, rules about measuring, nutrition, special diets, food occupations, etc. References, charts, master for projectuals and recipes are included in the guide.

SOURCE: New Jersey Vocational Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

COST: $3.00 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132 423 Microfiche $.83 Hardcopy $11.37 plus postage)

EASE OF USE: Moderate reading

RESOURCE: Laundry: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 83 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This guide is one in a series of six teacher's guides. The twelve lessons in this laundry unit are (1) Laundry Work, (2) What Do We Wash?, (3) Selecting Washable Clothing, (4) Sorting and Pretreating, (5) Soaps and Detergents, (6) Enzymes and Bleaches, (7) Water Softening Agents and Fabric Softeners and a Quiz on Laundering, (8) Starches and Fabric Finishes, (9) Reading Package Directions and Using Correct Water Temperatures (10) Your Washer and Choosing the Correct Wash Action, (11) Rinsing and Drying, Hand Laundering, and (12) The Laundry Slip and Laundry Unit Test. Charts and masters for projectuals are also included.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, NJ 08903

COST: $2.00 plus postage

AVAILABILITY: From stock, also available from ERIC Document Reproduction Service (ED 132 421 Microfiche $.83 Hardcopy $14.67)

EASE OF USE: Moderate reading

RESOURCE: Hospitality: A Teacher's Guide to An Employment Orientation Course for Special Needs Students by Francine Grubb (book; 27 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This teacher's guide is one of a series of six guides. The ten lessons in the hospitality unit are (1) The Hotel-Motel Business, (2) How to Load a Maid's Cart, (3) Entering the Guest's Room and Making Entry Inspection, (4) How to Begin Cleaning, (5) Cleaning the Bathroom, (6) Making the Bed, (7) The Vacuum Cleaner and Basic Dusting Procedures, (8) Cleaning the Bedroom Area, (9) Making a Final Inspection, and (10) Visitation of a Hotel-Motel Facility. Charts and masters for projectuals are also included.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus, Rutgers University
New Brunswick, New Jersey 08903

COST: $1.50 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132421 Microfiche $.88 Hardcopy $2.06 plus postage)

EASE OF USE: Moderate reading

RESOURCE: Adaptations and Techniques for the Disabled Homemaker by K. Hodgeman, OTR and Eleanor Warpeha, OTR (booklet)

SPECIFIC CONCERN: Assistive devices

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Teachers, Students

CONTENTS: This booklet presents devices and ideas that have been helpful to disabled homemakers. Simple and inexpensive adaptations and ideas are presented. Construction information is included for items that are easy to make. Sources of commercially available items are indicated in the booklet. Many of the items are available in hardware or department stores. Although this booklet was prepared with the homemaker in mind, many of the ideas and suggestions can be adapted to the workshop environment.

SOURCE: Sister Kenny Institute
Rehabilitation Publication
Dept. 203
Chicago Avenue at 27th Street
Minneapolis, MN 55407

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE:	The Ci-Lab Secondary Program (cassette recordings with scripts in braille and large type)
SPECIFIC CONCERN:	Vocational preparation
GROUPS SERVED:	Blind/Visually Impaired
INTENDED USERS:	Students, Teachers
DESCRIPTION:	Kit contains a cassette library of 35 recordings with accompanying scripts in braille and large type. Five general discussions treat trends in occupations, use of want ads, employment agencies, preparations of resumes, appropriate interview conduct, and the importance of self-sufficiency. Included are 30 job descriptions adapted from VIEW (Vocational Information for Education and Work), two from each of the U.S. Office of Education's 15 clusters. Handbooks in braille and in large type list concepts, learning activities, and tests.
SOURCE:	American Printinghouse for the Blind 1839 Frankfort Avenue P.O. Box 6085 Louisville, KY 40206
COST:	Cat. No. 1-0824 $92.50
AVAILABILITY:	From stock
EASE OF USE:	Moderate; instructions included

RESOURCE: International Catalog: Aids and Appliances for Blind and Visually Impaired Persons (specialized book; 214pp.)

SPECIFIC CONCERN: Assistive devices

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Students, Teachers

CONTENTS: This book contains a comprehensive list of the special devices available for those who have severe vision impairments. The book was compiled by the American Foundation for the Blind and lists products available for purchase from manufacturers around the world. The catalog is divided into sections according to type of aid. Teachers would be most interested in the educational aids sections, one of which is devoted solely to vocational aids. This catalog is meant to be a useful resource for those who wish to know what kinds of aids and devices exist for the visually impaired; it cannot be used to make direct orders.

SOURCE: American Foundation for the Blind
15 W. 16th Street
New York, NY 10011

COST: Not known

AVAILABILITY: From stock

EASE OF USE: The catalog lists distributor, availability, price, catalog numbers, and description. Buyers must write directly to distributor to purchase items.

RESOURCE: Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped by Geraldine Scholl and Ronald Schnur (book; 95 pp.)

SPECIFIC CONCERN: Assessment of blind and visually impaired individuals

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Administrators, Counselors, School Psychologists, and Teachers

CONTENTS: "The major purpose of this manual is to list available measures and instruments that have been or are being used in assessing children and adults with visual impairments." The book is divided into two parts:

1. The Manual and How To Use It
2. The Measures

General guidelines are given to give the user an understanding of how a visual impairment affects functioning.

The section on measures categorizes each test according to what it measures, (i.e., intellectual functioning, education, etc.). Various other strategies and alternatives are presented, such as observation in the home, school, or other familiar setting.

SOURCE: American Foundation for the Blind
15 W 16 Street
New York, NY 10011

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Recommended Aids for the Partially Sighted by Louise T. Sloan, Ph.D. (book, 64 pp.)

SPECIFIC CONCERN: Assistive devices for visually impaired individuals

GROUPS SERVED: Visually Impaired

INTENDED USERS: Visually Impaired Individuals

CONTENTS: The book is divided into two sections:

1. Recommended Aids for the Partially Sighted
2. A Nontechnical Explanation of Basic Optical Principles

A wide variety of aids are available ranging from focusable magnifiers to writing guides. The second section explains some principles that should be kept in mind when using certain aids. (64 pp.)

SOURCE: National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, NY 10016

COST: Catalogue No. P405 $2.00

AVAILABILITY: From stock

EASE OF USE: Moderate reading; some technical terms used

RESOURCE: SONICGUIDE: a mobility aid for the blind

SPECIFIC CONCERN: Orientation and mobility

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Blind/Visually Impaired Individuals

DESCRIPTION: The Sonicguide consists of lightweight eyeglass frames and a control unit. The control unit is slightly larger than a deck of cards and is attached to the eyeglass frames by a lightweight cord. The aid is battery-charged and operates on sonic feedback, making the user aware of the distance and direction of reflecting objects. The range of use is from 10 to 15 feet. Beyond its use as an orientation and mobility device, the Sonicguide is also a useful tool in teaching concepts related to space and movement through space.

SOURCE: Telesensory Systems, Inc.
3408 Hillview Avenue
Palo Alto, CA 94304

COST: $2,350

AVAILABILITY: Allow two weeks for custom assembly of eyeglass frames

EASE OF USE: Blind individuals who have completed orientation and mobility training with long cane or dog will require 30 to 40 hours of training to master Sonicguide.

RESOURCE: Embossed Pencil-Writing Paper and Graph Sheets

SPECIFIC CONCERN: Writing Aids

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Visually Impaired Students

DESCRIPTION: Embossed Paper. The paper is regulation white braille paper, embossed with heavy guide lines one-half inch apart to use for writing with pencil. (Bold Line Writing Paper is also available for use by the partially sighted.)

Embossed Graph Sheets. These sheets are embossed with horizontal and vertical lines of small braille dots, they are available in two sizes, 8 1/2" by 11" and 11 1/2" by 11". Three different spacings of 1/2", 3/4", or 1" are provided in each sheet size (Bold Line Graph Sheets are also available for use by the partially sighted).

Embossed Writing Paper Cat. No. 1-0456 per pad $3.75
Bold Line Writing Paper Cat. No. 1-0479 (various sizes available) per lb. $1.15
Embossed Graph Sheets Cat. No. 5-4917 (various sizes available) 50 sheets $1.25
Bold Line Graph Sheets Cat. No. 4-0839 (various sizes available) 100 sheets $1.00

SOURCE: American Printing House for the Blind
P.O. Box 6085
1839 Frankfort Avenue
Louisville, KY 40206

COST: See Description above

AVAILABILITY: From stock

EASE OF USE: Easy to use

RESOURCE: APA Talking Book Reproducers (record player for talking book records)

SPECIFIC CONCERN: Teaching devices

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Students

DESCRIPTION: This record player is small and weighs only a few pounds. It will play Talking Book Records recorded at 33 1/3, 16 2/3, and 8 1/3 rpm. The speaker is mounted in the lid, which is detachable from the base with sufficient cord so that it can be placed approximately 1 foot from the machine. Two models are available--Model TR-1000 and Model TR-5000. The 5000 model has an added feature that permits the user to select (at the turn of a dial) any speed he pleases--faster or slower than the set speed of the turntable.

SOURCE: American Printing House for the Blind
1839 Frankfort Avenue
P. O. Box 6085
Louisville, KY 40206

COST: Model TR-1000, Cat. No. 1-0096 $135.00
Model TR-5000, Cat. No. 1-0097 $190.00

AVAILABILITY: From stock (headset, multiple headset, adaptor, and talking book albums are also available)

EASE OF USE: Simple to use

RESOURCE:	Chang Factual Diagram Kit (felt display board with geometric shapes)
SPECIFIC CONCERN:	Spatial orientation teaching device
GROUPS SERVED:	Blind/Visually Impaired
INTENDED USERS:	Teachers
DESCRIPTION:	The kit consists of 104 flat geometric forms of 27 different shapes and sizes, 27 varied lengths of Velcro hook lengths, 2 molded stick men, and a baseboard to which interlocking Velcro has been laminated so that pieces can be held in place. The entire set is contained in a carry case and has overall weight of 8.5 pounds. A 122-page instructional guide is included with the kit. The kit can be used in a variety of ways: (1) to represent most physical structures in any environment, (2) furniture arrangements in a room can be shown, (3) spatial relationships and directions can be taught, (4) number grouping and graphs may be represented, (5) buildings, corridors and the locations of doors and windows can be mapped; (6) school grounds, parking lots, and shopping centers may be displayed. Teachers can make additional shapes to fit special needs using the extra strip of "hook" Velcro that is included in the set.
SOURCE:	American Printing House for the Blind 1839 Frankfort Avenue P.O. Box 6085 Louisville, KY 40206
COST:	Cat. No. 1-0313--$52.00 (sold in complete sets only)
AVAILABILITY:	From stock
EASE OF USE:	Simple to use; instructions included

RESOURCE: English and Metric-English 1-Foot Braille Rulers with Caliper Slides; APH Glue Down Rule (measuring devices)

SPECIFIC CONCERN: Teaching device

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Students

DESCRIPTION: (1) English Measurement 1-Foot Braille Ruler. This device is a regulation one-foot ruler. Attached is a caliper slide to use in determining measurement. Raised lines back from the reading edges. Braille figures are located at the inch divisions.
(2) Metric-English 1-Foot Braille Ruler. Essentially the same as the English Measurement Ruler, except that braille numbers indicate inch intervals (bottom edge) and antimeter intervals (top edge).
(3) APH Glue-Down Rule. The main virtue of this ruler is its versatility. By use of epoxy plastic, it can be attached to almost anything, almost anywhere. This rule can be used on such things as sewing machines, band saws, foot shears, cutting boards, drawing boards, rules, curved surfaces, etc. Rapid measurement can be made if the rule is glued down to a surface with the reading edge and all the divisions facing right, the forefinger can quickly slide down the left edge showing the inch marks only, then move over to the right for the finer measurements when the desired inch line has been reached.

SOURCE: American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

COST:

English Ruler--Cat. No. 1-0307	$1.65
Metric-English Ruler--Cat. No. 1-0310	$1.70
Glue-down Rule--Cat. No. 1-0308	$ .40

AVAILABILITY: From stock

EASE OF USE: As simple to use as a regular ruler.

RESOURCE:	APH Friction Pads Kit (self-adhesive plastic foam strips)
SPECIFIC CONCERN:	Modification of equipment (specific aid to secure objects to top of desks or tables)
GROUPS SERVED:	Blind/Visually Impaired Orthopedically Impaired
INTENDED USERS:	Students
DESCRIPTION:	The APH Friction Pads Kit consists of three assorted sizes of self-adhesive plastic-foam strips that are designed for easy application to the backs of flat metal, wooden, or plastic devices that are inclined to slip around on desk tops when in use. The adhesive on the back of the pads will stick to almost any surface. The friction pads also will reduce noise caused by such objects. The packet consists of 3 sizes and quantities of strips: 12 pieces 1" x 6" x 1/8" 3 pieces 3" x 6" x 1/8" 6 pieces 1/2" x 6" x 1/8"
SOURCE:	American Printing House for the Blind 1839 Frankfort Avenue P.O. Box 6085 Louisville, KY 40206
COST:	Complete kit--$1.75
AVAILABILITY:	From stock
EASE OF USE:	Simple to use

RESOURCE: Toniguide

SPECIFIC CONCERN: Specific aid for orientation and teaching device for prevocational training

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Students, Teachers

DESCRIPTION: This device consists of two separate units, the master unit and the remote unit. Both are equipped with signal transfer. The use of both a master and the remote unit. Both are equipped with signal transfer. The use of both a master and remote system allows the student to become a participant in the training process. By finding the source of the signal at the remote unit and then pushing the response button, the student transfers the signal back to the master and has achieved a status of participation and control. Repetition of a task such as transporting items from one unit to another, with decreasing verbal prompts from the instructor, can lay the groundwork for more advanced prevocational training. Thus it can be helpful in repetitious assembly-line tasks where constant verbal prompts are not possible. This device has a wide range of possible uses.

SOURCE: American Printinghouse for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

COST: Cat. No. 1-0875 $98.00

AVAILABILITY: From stock

EASE OF USE: Simple to use

RESOURCE: Assessing the Learning Disabled: Selected Instruments, Second Edition by August J. Mauser, Ed. D. (book; 112 pp.)

SPECIFIC CONCERN: Assessment tests for learning disabled

GROUPS SERVED: Learning Disabled

INTENDED USERS: Counselors, Teachers

CONTENTS: This bibliography lists hundreds of diagnostic instruments and describes them in terms of age applicability, administration time, and other salient information. The book comes complete with an alphabetical index, publisher's names and addresses, and a comprehensive list of selected readings for further information. Items covered include intelligence tests; motor, sensory and language tests; vocational interests tests; and others.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $5.00 (Catalog No. ISBN: 167-1)

AVAILABILITY: From stock

EASE OF USE: Well organized and easy to use

APPENDIX H

Materials Discussing P.L. 94-142 and Section 504 of P.L. 93-112

Public Law 94-142 and Section 504—Understanding what they are and are not

Prepared by
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What is Public Law 94-142?

Public Law (P.L.) 94-142, the Education for All Handicapped Children Act, is legislation passed by the United States Congress and signed into law by President Gerald R. Ford on November 29, 1975. The "94" indicates that this law was passed by the 94th Congress. The "142" indicates that this law was the 142nd law passed by the 94th Congress to be signed into law by the President.

What are the purposes of P.L. 94-142?

P.L. 94-142 can be said to have four major purposes:

- Guarantee the availability of special education programing to handicapped children and youth who require it.
- Assure fairness and appropriateness in decision making about providing special education to handicapped children and youth.
- Establish clear management and auditing requirements and procedures regarding special education at all levels of government.
- Financially assist the efforts of state and local government through the use of federal funds. (Refer to Section 3 of the Act.)

What is Section 504?

Section 504 is the basic civil rights provision with respect to terminating discrimination against America's handicapped citizens. Section 504 was enacted through the legislative vehicle of P.L. 93-112, the Vocational Rehabilitation Act Amendments of 1973. Although it is brief in actual language, its implications are far reaching. The statute reads:

> No otherwise qualified handicapped individual in the United State 7(6) shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

To whom do P.L. 94-142 and Section 504 apply?

P.L. 94-142 applies to all handicapped children who require special education and related services, ages 3 to 21 inclusive. Section 504 applies to all handicapped Americans regardless of age. Section 504, therefore, applies to all handicapped children aged 3 to 21 with respect to their public education both from the standpoint of the guarantee of an appropriate special education and from the standpoint of sheer regular program accessibility. Close coordination has therefore been maintained between P.L. 94-142 provisions and regulations and the Section 504 regulations. (Refer to Section 611 of P.L. 94-142 and the background statement of the Section 504 regulation.)

What is the relationship of P.L. 94-142 to the older federal Education of the Handicapped Act?

P.L. 94-142 is a complete revision of *only* Part B of the Education of the Handicapped Act (EHA). Part B was formerly that portion of EHA addressing the basic state grant program. The other components of the Act (Parts A through F) remain substantially unchanged and continue in operation. Parenthetically, all programs under the aegis of the EHA, including the P.L. 94-142 revision of Part B, are administered through the Bureau of Education for the Handicapped under the US Office of Education.

Was there a forerunner to P.L. 94-142?

Many of the major provisions of P.L. 94-142, such as the guarantee of due process procedures and the assurance of education in the least restrictive environment, were required in an earlier federal law, P.L. 93-380, the Education Amendments of 1974 (enacted August 21, 1974). P.L. 94-142 was enacted approximately one year and three months later, on November 29, 1975.

How are handicapped children defined for purposes of this Act?

Handicapped children are defined by the Act as

> mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who, by reason thereof, require special education and related services.

This definition establishes a two pronged criterion for determining child eligibility under the Act. The first is whether the child actually has one or more of the disabilities listed in the above definition. The second is whether the child requires special education and related services. Not all children who have a disability require special education; many are able to and should attend school without any program modification. (Refer to Section 4 of the Act.)

If a child has one or more of the disabilities listed in the preceding definition and also requires special education and related services, how does P.L. 94-142 define such special education?

Special education is defined in P.L. 94-142 as

> specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

The key phrase in the above definition is "specially designed instruction . . . to meet the unique needs of a handicapped child." Reemphasized, special education, according to statutory definition, is defined as being "special" and involving instruction that is designed and directed to meet the unique needs of a handicapped child. For many children, therefore, special education will not be the totality of their education. Furthermore, this definition clearly implies that special education proceeds from the basic goals and expected outcomes of general education. As such, intervention with a child does not occur because he or she is mentally retarded but because the child has a unique educational need that requires specially designed instruction. (Refer to Section 4(a)(16) of the Act.)

How are related services defined in P.L. 94-142?

Equally important to understand is the concept of related services which are defined in the Act as

> transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

The key phrase here is "as required to assist the handicapped child to benefit from special education." This leads to a clear progression: a child is handicapped because he or she requires special education and related services; special education is the specially designed instruction required to meet the child's unique needs; and related services are those additional services needed for the child to benefit from special educational instruction. (Refer to Section 4(a)(17) of the Act.)

Do state and local education agencies by themselves have to pay for all related services?

No. Numerous other public agencies can and should assist in paying for related services. Simply because education agencies have the responsibility for making an education available to all handicapped children does not mean that the education agencies must bear the total cost for special education and related services.

RIGHTS AND PROTECTIONS

What is the fundamental requirement of P.L. 94-142, from which all other requirements of this Act stem?

P.L. 94-142 requires that every state and its localities, if they are to continue to receive funds under this Act, make available a free appropriate public education for all handicapped children, aged 3 to 18, by the beginning of the school year, September 1, 1978. It further mandates the availability of such education to all children, aged 3 to 21, by September 1, 1980. (Refer to Section 3(c) of the Act.)

What about preschool and young adults under P.L. 94-142?

For children in the 3 to 5 and 18 to 21 age range, however, this mandate does not apply if the requirement is inconsistent with state law or practice, or any court decree. Refer to regulations for further expatiation of this provision and for a description of the documentation which must be submitted by the state to the US Commissioner when such an exception is sought. (Refer to Section 612 (2)(b) of the Act.)

What do the Section 504 regulations say with respect to the guarantee of a free appropriate public education?

Section 504 makes essentially the same requirement. However, the 504 regulation says " . . . shall provide . . . . " P.L. 94-142 says " . . . a free appropriate public education *will be available* . . . . "

The 504 regulation does not refer to specific age groups per se. Instead, it refers to "public elementary and secondary education," and, therefore, the traditional school age population. With respect to that school age population, the 504 regulation accedes to the September 1, 1978, date of P.L. 94-142 as the final and absolute deadline for the provision of a free, appropriate public education. However, the Section 504 regulation also precedes that requirement with the phrase " . . . *at the earliest practicable time* but in no event later than September 1, 1978." It is most important to note that, regardless of the date when an appropriate education must be provided under the 504 regulation, outright exclusion of handicapped children from *any* education program is prohibited as of the date of enactment of the 504 regulation, namely June 1, 1977. (Refer to §84.33(d) of the 504 regulation.)

What is required with respect to preschool and young adults under Section 504?

The 504 regulation appears simply to say that preschool and adult education programs will not discriminate on the basis of handicap, and further that such program accessibility will take effect immediately. On the other hand, P.L. 94-142, as previously noted, explicitly states that there shall be available a free, appropriate public education for children 3 through 5 and youth 18 through 21 unless such requirement is inconsistent with state law or practice, or the order of any court. Again, P.L. 94-142 does not require such availability until September 1, 1978. (Refer to §84.38 of the 504 regulation.)

Since Section 504 and P.L. 94-142 are making, in essence, the same fundamental requirement of a free, appropriate public education, are federal monies authorized under Section 504 as they are under P.L. 94-142?

No. Section 504 is a civil rights statute, like Title VI of the Civil Rights Act of 1965 (race) and Title IX of the Education Amendments of 1972 (sex) and, thus, contains no specific authorizations for funds.

Must there be compliance with the fundamental requirement of P.L. 94-142 (as reiterated in Section 504 regulations) if P.L. 94-142 is not "fully funded"?

It is most important to note that compliance with this baseline guarantee of the availability of a free, appropriate public education is in no way dependent on whether this Act receives appropriations at the top authorized ceiling, or, in other words, is "fully funded." If a state accepts the money under this Act, it must comply with the aforementioned stipulation (regardless of the amount of the actual appropriation). If a state chooses not to participate under P.L. 94-142 then, of course, essentially the same compliance will still be required under Section 504.

What does "free" education, as required in both P.L. 94-142 and Section 504, mean?

"Free" means the provision of education and related services at no cost to the handicapped person, or to his or her parents or guardian, except for those largely incidental

fees that are imposed on nonhandicapped persons or their parents or guardian.

What if a public agency placement is made in a public or private residential program?

Such a program placement, including nonmedical care and room and board, shall be provided at no cost to the person or his or her parents or guardian. (Refer to §84.33(c)(3) of the 504 regulation and §121a.302 of the P.L. 94-142 regulation.)

Does "free" mean that no private funds can be utilized?

No. Private funds are not prohibited. To reiterate: there must be no cost to the handicapped person or to his or her parents or guardian.

What does "appropriate" education mean?

"Appropriate" is not defined as such, but rather receives its definition for each child through the mechanism of the individualized written education program (IEP) as required by P.L. 94-142. Therefore, what is agreed to by all parties becomes in fact the "appropriate" educational program for each particular child.

What are the basic concepts of the individualized education program?

The term "individualized education program (IEP)" conveys important concepts that need to be specified. First, "individualized" means that the IEP must be addressed to the educational needs of a single child rather than a class or group of children. Second, "education" means that the IEP is limited to those elements of the child's education that are more specifically special education and related services as defined by the Act. Third, "program" means that the IEP is a statement of what will actually be provided to the child, as distinct from a plan that provides guidelines from which a program must subsequently be developed.

What are the basic components of the IEP?

The Act contains a specific definition describing the components of an IEP as:

> a written statement for each handicapped child developed in any meeting by a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. (Refer to Section 4(a)(19) of the Act.)

May others be involved in the development of the IEP?

Good practice suggests that others frequently be involved. However, the law requires only four persons be involved (i.e., the parents, or guardians, the teacher or teachers of the child, a representative of the local education agency or intermediate unit who is qualified to provide or supervise the provision of special education, and whenever appropriate, the child). If an additional service person will be providing related services, it makes sense that he or she be as involved as the teacher. Good practice further suggests that parents often want to bring an additional person familiar with the child to the meeting. And finally, the P.L. 94-142 regulations require that a member of the assessment team or someone familiar with the procedures and results of the assessment must participate in any IEP meetings conducted for handicapped children who have been evaluated for the first time.

Who must be provided an IEP?

Each state and local educational agency shall insure that an IEP is provided for each handicapped child who is receiving or will receive special education, regardless of what institution or agency provides or will provide special education to the child.

1. The state educational agency shall insure that each local educational agency establishes and implements an IEP for each handicapped child.
2. The state educational agency shall require each public agency that provides special education or related services to a handicapped child to establish policies and procedures for developing, implementing, reviewing, maintaining, and evaluating an IEP for that child.

What must local and intermediate education agencies do regarding IEP's?

- Each local educational agency shall develop, or revise, whichever is appropriate, an individualized education program for every handicapped child at the beginning of the school year, and review and if appropriate, revise its provisions periodically, but not less than annually.
- Each local educational agency is responsible for initiating and conducting meetings for developing, reviewing, and revising a child's individualized education program.
- For a handicapped child who is receiving special education, a meeting must be held early enough so that the individualized education program is developed (or revised, as appropriate) by the beginning of the next school year.
- For a handicapped child who is not receiving special education, a meeting must be held within thirty days of a determination that the child is handicapped, or that the child will receive special education. (Refer to Section 614(a)(5) of the Act.)

Do the IEP requirements apply to children in private schools and facilities?

Yes. The state educational agency shall insure that an individualized education program is developed, maintained, and evaluated for each child placed in a private school by a public agency. Moreover, an IEP must also be

maintained for each handicapped child who is enrolled in a parochial or other private school when such child receives special education and related services *from a public agency*. (Refer to §121a.341 of the P.L. 94-142 regulations.)

The agency which places or refers a child shall further insure that provision is made for a representative from the private school (which may be the child's teacher) to participate in each meeting. If the private school representative cannot attend a meeting, the agency shall use other methods to insure participation by the private school, including individual or conference telephone calls. (Refer to Section 613(a)(4)(B) of the Act.)

Is the IEP an instructional plan?

No. The IEP is a management tool that is designed to assure that, when a child requires special education, the special education designed for that child is appropriate to his or her special learning needs, and that the special education designed is actually delivered and monitored. An instructional plan reflects good educational practice by outlining the specifics necessary to specially intervene in instruction. Documenting instructional plans, however, is *not* mandated as part of the IEP requirements.

What procedures should education agencies follow to involve parents in the development of their child's IEP?

- Each local educational agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place.
- If neither parent can attend, the local education agency shall use other methods to insure parent participation, including individual or conference telephone calls.
- A meeting may be conducted without a parent in attendance if the local education agency is unable to convince the parents that they should attend. In this case the local education agency must have a record of its attempts to arrange a mutually agreed on time and place such as:
  - —Detailed records of telephone calls made or attempted and the results of those calls;
  - —Copies of correspondence sent to the parents and any responses received;
  - —Detailed records of visits made to the parents' home or place of employment and the results of those visits.
- The local education agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

When must handicapped children be guaranteed the IEP?

For all handicapped children in the state, regardless of the public agency(s) providing special education and related services, an IEP must be provided at the beginning of school year 1977-1978. The regulations interpret the law by specifying that all children must have an IEP by October 1, 1977. Moreover, for a handicapped child who is initially evaluated after October 1, 1977, the IEP meeting required under the law must be held within thirty days of a determination that he or she requires special education.

What does Section 504 say with respect to the IEP?

As previously discussed, P.L. 94-142 requires the development and maintenance of individualized written education programs for all children. The 504 regulation cites the IEP as "one means" of meeting the standard of a free appropriate public education. (Refer to §84.33(b)(2) of the 504 regulation.)

For further information regarding individualized education programs, the reader is referred to the following resource: *A Primer on Individualized Education Programs for Handicapped Children* by Scottie Torres, 1977, 60 pp. $4.95. Available from the Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 22091.

P.L. 94-142 requires that handicapped children receive a free appropriate public education in the least restrictive educational environment. What does this mean?

It is critical to note what this provision is not:

- It is not a provision for mainstreaming. In fact, the word is never used.
- It does not mandate that all handicapped children will be educated in the regular classroom.
- It does not abolish any particular educational environment, for instance, educational programing in a residential setting.

It is equally critical to note what this provision *does* mandate:

- Education with nonhandicapped children will be the governing objective "to the maximum extent appropriate."
- The IEP will be the management tool toward achievement of the maximum least restrictive environment and therefore shall be applied within the framework of meeting the "unique needs" of each child.
- The IEP document(s) must clearly "show cause" if and when a child is moved from the least restrictive to a more restrictive environment. The statute states that the following component must be included in the written statement accompanying the IEP " . . . and the extent to which such child will be able to participate in regular educational programs . . ." (Refer to Section 612(5)(B) of the Act.)

Correspondingly, what does the Section 504 regulation say with respect to least restrictive educational environment?

The language of the 504 regulation is, in most important respects, nearly identical to the least restrictive statute in P.L. 94-142. There remains one notable distinction, however. The 504 regulation would seem to consider the "nearest placement to home" as an additional determinant of instructional placement in the least restrictive environment. (Refer to §84.34(a) of the 504 regulation.)

Under P.L. 94-142, what happens if there is a failure to agree with respect to what constitutes an appropriate education for a particular child?

States must guarantee procedural safeguard mechanisms for children and their parents or guardians.

Those provisions of previously existing law (P.L. 93-380, the Education Amendments of 1974) toward the guarantee of due process rights are further refined in P.L. 94-142, and their scope is substantially enlarged.

Basically, the state education agency must guarantee the maintenance of full due process procedures for all handicapped children within the state and their parents or guardian with respect to all matters of identification, evaluation, and educational placement whether it be the initiation or change of such placement, or the refusal to initiate or change. Interested individuals are strongly urged to read Section 615 of the Act ("Procedural Safeguards") in its entirety, and are urged to read Subpart E, §121a.500 to §121a.534 of the P.L. 94-142 regulations.

It should be noted that, when the parents or guardian of a child are not known, are unavailable, or when the child is a legal ward of the state, the state education agency, local education agency or intermediate education agency (as appropriate) must assign an individual to act as a *surrogate* for the child in all due process proceedings. Moreover, such assigned individual may not be an employee of the state educational agency, local educational agency, or intermediate educational unit involved in the education or care of the particular child. (Refer to Section 615 of the Act and §121a.514 of the P.L. 94-142 regulation.)

Does the Section 504 regulation also require the maintenance of a procedural safeguards mechanism?

Yes. However, though most of the major principles of due process embodied in P.L. 94-142 are clearly present in the 504 regulation, *all* of the stipulations of P.L. 94-142 are treated only as "one means" of due process compliance under Section 504. (Refer to §84.36 of the 504 regulation.)

For further information regarding procedural safeguards, the reader is referred to the following resources available from The Council for Exceptional Children:

- *A Primer on Due Process: Education Decisions for Handicapped Children* by Alan R. Abeson, Nancy Bolick, and Jayne Hass, 1975, 72 pp., Stock No. 104, $4.95.
- *Procedural Safeguards P.L. 94-142 - A Guide for Schools and Parents*, produced by The Council for Exceptional Children in conjunction with the Children's Television Workshop (multimedia package), 1977, Stock No. 167, $90.00.

What does P.L. 94-142 say with respect to assessment of children?

P.L. 94-142 carries a provision that seeks to guarantee against assessment with respect to the question of a handicapping condition when such assessment procedures are racially or culturally discriminatory. The statute does not provide a comprehensive procedure of remedy with respect to potential discrimination, but does make two clear and important stipulations in the direction of remedy:

- "Such materials and procedures shall be provided in the child's native language or mode of communication . . . ."
- " . . . no single procedure shall be the sole criterion for determining an appropriate educational program of a child."

The provision, therefore, in effect orders that assessment procedures be multifactored, multisourced, and carried out by qualified personnel. Moreover, the P.L. 94-142 regulations require assessments at least every 3 years. The regulations governing this provision should therefore be carefully reviewed, and may be found in Subpart E, §121a.530 to §121a.534. (Refer to Section 612(5)(C) of the Act.)

What does the Section 504 regulation say with respect to the assessment of children?

The objectives of Section 504 and P.L. 94-142 are identical on this matter, and the regulatory language for both statutes are also identical. (Refer to §84.35 of the 504 regulation.)

What does P.L. 94-142 say with respect to the confidentiality of data and information?

P.L. 94-142 contains a provision that addresses the question of abuses and potential abuses in school-system record keeping with respect to handicapped children and their parents. P.L. 94-142, as did the prior P.L. 93-380, simply orders a remedy and does not go beyond. The governing statutes for this provision are contained in the larger Family Educational Rights and Privacy Act (often referred to as the "Buckley Amendments" after the author, former US Senator James Buckley of New York). That measure sets forth both the access rights and privacy rights with respect to personal school records for all of the nation's children and youth, and their parents.

Thus, readers should study the Act itself (contained in P.L. 93-380), the accompanying regulations for the "Buckley Amendments," and the addendums to those provisions contained in the regulations for P.L. 94-142. (Refer to Subpart E, §121a.560 to §121a.576 of the P.L. 94-142 regulation.)

Do handicapped children in private schools enjoy all of the rights and protections of P.L. 94-142?

- When such children are placed in a private school by a public agency, they must be afforded all of the rights and protections of P.L. 94-142.
- When they are not so placed by a public agency (e.g. parent placement in a parochial school) they are not afforded these rights and protections. However, P.L. 94-142 supported programs must be so designed that handicapped children thus placed in private schools can participate if the parents of those children so desire. (Refer to Subpart D of the P.L. 94-142 regulations and refer to Section 613(a)(4) of the Act.)

What then, in summary, are the rights and protections of P.L. 94-142 (which, for the most part are also affirmed in Section 504) that must be guaranteed?

P.L. 94-142 makes a number of critical stipulations that must be adhered to by *both* the state and its local and intermediate educational agencies:

- Assurance of the availability of a free, appropriate public education for all handicapped children, such guarantee of availability no later than certain specified dates.
- Assurance of the maintenance of an individualized education program for all handicapped children.
- A guarantee of complete due process procedures.
- The assurance of regular parent or guardian consultation.
- Assurance of special education being provided to all handicapped children in the "least restrictive" environment.
- Assurance of nondiscriminatory testing and evaluation.
- A guarantee of policies and procedures to protect the confidentiality of data and information.
- Assurance of an effective policy guaranteeing the right of all handicapped children to a free, appropriate public education, at no cost to parents or guardian.
- Assurance of a surrogate to act for any child when parents or guardians are either unknown or unavailable or when such child is a legal ward of the state.

It is most important to observe that an official, written document containing all of these assurances is now required (in the form of an application) of *every* school district receiving its federal entitlement under P.L. 94-142. Correspondingly, such a public document also exists at the state level in the form of the annual state plan which must be submitted to the US Commissioner.

The rights and protections of P.L. 94-142 and Section 504 apply to all handicapped children. What does this mean?

It must be reemphasized that these rights and protections do not apply only to children receiving their education within local school systems. These rights and protections apply to all handicapped children receiving an education under the auspices of any public agency including those children placed in residential settings.

For further information with respect to rights and protections, the reader is referred to the following resource available from The Council for Exceptional Children: *Public Policy and the Education of Exceptional Children* edited by Frederick J. Weintraub, Alan R. Abeson, Joseph Ballard, and Martin L. LaVor, 1976, 288 pp., Stock No. 123, $13.95.

FISCAL

Will the federal government contribute to paying the costs of achieving a free appropriate public education for all handicapped children?

P.L. 94-142 authorizes a payment formula based on a gradually escalating percentage of the national average expenditure per public school child times the number of handicapped children receiving publicly financed special education and related services in each state in the Nation. That percentage will escalate on a yearly basis until 1982 when it will become a permanent 40% for that year and all subsequent years.

Formula Scale

Fiscal 1978	5%
Fiscal 1979	10%
Fiscal 1980	20%
Fiscal 1981	30%
Fiscal 1982	40%

It should be carefully noted that such a formula carries an inflation factor, i.e. the actual money figure fluctuates with inflationary-deflationary adjustments in the national average per pupil expenditure. (Refer to Section 611(a)(1) of the Act.)

The formula may be simply expressed in the following way:

NAE	X	___%	X	NHC	=	SF
National average expenditure per pupil				Number of handicapped children		Amount of federal funds allocated to the state for the year

Can a handicapped child only receiving a "related service" be covered by and counted under P.L. 94-142?

If one studies the definitions of handicapped children, special education, and related services as presented in this Act carefully, it will be seen that no such situation can arise. The definition of "related services" is completely dependent for its existence on the definition of "special education," since a related service must be necessary for a child to benefit from special education. Therefore, if a child does not need special education, there can be no "related services," and the child (because not "handicapped") is not covered under the Act. (Refer to P.L. 94-142 regulations, §121a.14.)

Is this formula a true entitlement?

No. As noted previously, regardless of the dollars generated under this formula, they are potential dollars only. The Congress must in fact appropriate within the authorization ceiling generated.

May a given state, deeming the dollars appropriated to be too low and the requirements of the Act too high, simply refuse to participate under P.L. 94-142?

Yes, but the state will then be faced with meeting the generally identical requirements of Section 504 (P.L. 93-112), which provision carries no fiscal support mechanism (as previously noted).

Are the dollars made available in the basic program of P.L. 94-142 practically the only federal dollars provided for the education of handicapped children?

No. Handicapped children enjoy educational support through numerous other federal programs, though P.L. 94-142 represents the largest single fiscal commitment.

Some examples of these other federal programs would be:

- Other programs authorized by the older Education of the Handicapped Act (EHA, Parts C through F) which are administered by the US Bureau of Education for the Handicapped, such as the early childhood model programs and the deaf-blind support centers.
- The program of supplemental educational support for handicapped children in state operated or supported facilities, known commonly as the "89-313" program.
- The special setaside of money for handicapped youth in the federal vocational education program.
- The special setaside of the enrollment opportunities for handicapped children in the Headstart program.

One also must bear in mind that there are numerous federal education programs not specifically earmarked for handicapped children but which handicapped children, along with all other children, enjoy the benefits of, directly or indirectly. Examples of these federal programs would be:

- Title I of the federal Elementary and Secondary Education Act, supplemental education support with an economic disadvantage target base.
- The federal impact aid program.
- The library services and construction programs.

Are school systems restricted to using the combination of federal, state, and local education dollars only in meeting the special education and related services requirements of P.L. 94-142?

No. Numerous other public and private sources at all levels of government can and should be tapped—especially in the provision of related services.

What are the currently estimated dollar totals generated by this formula?

As this document went to press, it was estimated that a minimum of 4 million children served would be counted in school year 1977-1978, thus generating on the 10% factor a minimum ceiling of $600 million for fiscal 1979 (school year 1978-1979). Furthermore, best estimates indicate a billion dollar plus ceiling for fiscal 1980 (school year 1979-1980), on the 20% factor.

Is there a limit on the number of children who may be counted for purposes of the federal funding formula?

P.L. 94-142 addresses the potential threat of "overcounting" children as handicapped in order to generate the largest possible federal allocation. The measure requires that the total number of children counted should not be greater than that number which equals 12% of the total school age population of the state between the ages of 5 and 17, inclusive. It must be emphasized that this limitation relates to the federal entitlement only, and in no way places a limitation on the number of children assessed as handicapped by the states and their localities for their own purposes. Furthermore, this limitation has no relation to the mandates for serving all handicapped children contained in this Act. (Refer to Section 611(a)(5)(A)(1) of the Act.)

Does this mean that one can only count children served when they are between the ages of 5 and 17?

No. One may count all children served aged 3 to 21, inclusive. However, the total thus counted may not be a number greater than that number which equals 12% of the school age population aged 5 to 17.

To whom does the limitation apply?

The limitation applies only to each state in the determination of its entitlement. The law does not require that this limitation apply to the instate distribution, in other words, does not require the counting limitation for the local school districts participating under the Act.

Is there a limitation on the number of children with specific learning disabilities who may be counted?

The law provides that not more than one sixth of the 12% of school age children aged 5 to 17, inclusive, who may be counted as handicapped children served may be children with specific learning disabilities.

However, there exists a mechanism in the law that could allow for removal of this limitation on the count of children with specific learning disabilities. The US Commissioner of Education may provide detailed regulations relative to specific learning disabilities, including the development of a more precise federal definition, and the prescription of procedures for monitoring of said regulations by the Commissioner. If the authorizing committees of the House and Senate do not disapprove the Commissioner's regulations, then the ceiling will be removed. That issue had not been resolved as this document went to press. (Refer to Section 611(a)(5)(A)(ii) of the Act.)

What is the current federal definition of such children?

The Act defines "children with specific learning disabilities" as

> those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or environmental, cultural or economic disadvantage. (Section 5(b)(4) of P.L. 94-142)

It is most important to take note of the prohibition against environmental, cultural or economic disadvantage—because of the wide ranging implications with respect to the larger population of children who are not handicapped, but have an educational disadvantage. Furthermore, in the area of emotional disturbance, children who are "socially maladjusted" but not emotionally disturbed may not be included in that category.

Can a handicapped child whose special education is being provided totally by the federal government be counted for purposes of the P.L. 94-142 formula?

The governing principle is this: a child may only be counted if his or her special education and related services are provided by state and local public agencies. Therefore, children whose special education is paid for solely by the federal government, such as many American Indian children as well as many children on military bases, cannot be counted for purposes of the formula. There is one exception: if such children are in the age groups of 3 through 5 and 18 through 21, they may be counted if there are no local or state funds available for nonhandicapped children in that age group. (Refer to commentary in appendices of P.L. 94-142 regulations.)

Can a handicapped child in a parochial school be counted for purposes of the P.L. 94-142 formula?

Yes, providing his/her special education and related services are paid for totally by state and/or local public agencies. (Refer to commentary in appendices of P.L. 94-142 regulations.)

What is the intrastate funding arrangement?

P.L. 94-142 contains a substantial pass through to the local school districts. In the first year of the new formula, 50% of the monies going to each state would be allocated to the state education agency, and 50% would be allocated to the local education agencies. In the following year, fiscal 1979, the local education agency entitlement would be enlarged to 75% of the total allocation to a given state, with the state education agency retaining 25%. This 75-25 arrangement commencing in fiscal 1979 becomes the permanent distribution arrangement. (Refer to Section 611(b) and (c) of the Act.) (See Appendix for chart on timetable.)

May the state education agency reserve money for administrative purposes?

The state education agency is permitted to reserve to itself from the total allotment to the state under this Act—in any given year—5% or $200,000, whichever is greater, to support its administrative responsibilities. This administrative reserve must be taken from the overall state education agency allotment, i.e. from the 50% state education agency allocation in fiscal 1978, and from the 25% state education agency allocation of fiscal 1979 and thereafter. (Refer to Section 611(b) and (c) of the Act.)

Is attention given to American Indian handicapped children on the reservations?

Not more than 1% of the funds under this program may be reserved for the special education of handicapped children on reservations in elementary and secondary schools operated by the Department of the Interior, Bureau of Indian Affairs. The Department of the Interior has both state plan and local application responsibilities consequent to the unique character of this educational jurisdiction. (Refer to Section 611(f) of the Act.)

When are children counted for purposes of the federal funding formula?

The number of handicapped children receiving special education and related services in a state is determined by averaging the number of such children counted on October 1 and February 1 of the fiscal year preceding the fiscal year in which the appropriation will occur. (Refer to Section 611(a)(3) of the Act.)

Who may benefit from the monies under the Act?

P.L. 94-142 stipulates that all handicapped children as defined in the Act aged 0 to 21 years, may enjoy the special education and related services provided through this measure. There is also provision for the use of federal monies for programs of early identification and screening.

Are there priorities in expenditure of funds?

Any given state participating must have established priorities for providing a free, appropriate public education in the following manner:

- First priority to children who are not receiving an education.
- Second priority to children inadequately served with the most severe handicaps (within each disability).

Correspondingly, there must be a priority in the expenditure of federal dollars received under this Act that conforms to those same priorities. Moreover, these priorities must be adhered to by both the state education agency and its local education agencies. (Refer to Section 612(3) and Section 614(a)(1)(C) of the Act and refer to §121a.320 of the P.L. 94-142 regulations.)

Is there a prohibition against supplanting?

In the use of the federal dollars generated under this formula, both the state agency and the local education agencies must maintain their own expenditure levels. In other words, they may not supplant state and local dollars with federal dollars.

However, if the state agency provides convincing evidence to the US Commissioner that the state is making available a free, appropriate public education to all handicapped children within the state, and if the US Commissioner certifies that declaration, then the US Commissioner may waive the nonsupplanting provision in whole or in part. (Refer to Section 613(a)(9)(B) of the Act and refer to §121a.230 of the P.L. 94-142 regulations.)

Is there a comparability provision?

The Act requires that state and local funds be used in the jurisdiction of the local education agency or intermediate education unit to provide services in program areas which, taken as a whole, are at least comparable to services being provided in areas of such jurisdiction which are not receiving funds under this Act. This requirement will in effect be complied with if one is in compliance with the "excess cost" requirement.

How may the local school districts spend their P.L. 94-142 dollars?

The local pass through is clearly intended to establish a federal partnership in the local special education budget, but with the federal contribution constituting the "excess cost" (additional cost) factor in that partnership. P.L. 94-142 provides that federal monies must be spent only for the "excess cost" of educating handicapped children. A given school district must determine its average annual per pupil expenditure for all children being served, and then apply the federal dollars only as additional dollars for handicapped children beyond the average annual per pupil expenditure. Thus, the school district must demonstrate that it is spending at least the average annual per pupil expenditure on each of its handicapped children. (Refer to Section 614(a)(1) of the Act and refer to §121a.184 of the P.L. 94-142 regulations.)

With respect to utilization of the local school district entitlement, may a handicapped child's entire educational program be paid for under P.L. 94-142?

No. The "excess cost" provision prohibits such a financial arrangement. This prohibition, however, does not apply to programs for children aged 3 through 5 and 18 through 21.

How may the state education agencies spend their P.L. 94-142 dollars?

The state education agencies are not subject to the "excess cost" constraint and appear to have considerable latitude in expenditure of their portion of the overall entitlement, with permission to spend for both "direct and support" purposes. For instance, it is clear that the state can spend its portion for inservice training of personnel and statewide programs of on going child find. It would appear that the state can use their setaside even for paying some of the costs attendant to maintenance of procedural safeguards (without being restricted to using only the administrative setaside).

However, the state education agency is required to match its allocation, on a "program basis" (major components, such as personnel development), but is not required to match with new monies. (This is commonly referred to as a "phantom match.") (Refer to Section 611(c)(a)(B) of the Act.)

Is there a special incentive in P.L. 94-142 for the development of preschool programs?

P.L. 94-142 carries a special incentive grant aimed at encouraging the states to provide special education and related services to their preschool handicapped children. Each handicapped child in the state aged 3 through 5 who is counted as served will generate a special $300 entitlement. The formula may be simply expressed in the following way:

$300	X	NHC	=	PIGF
		Number of handicapped children aged 3 to 5		Preschool incentive grant funds to the state

It should be noted that this incentive entitlement goes to the state education agency and must be used by the state education agency to provide further preschool services. Additionally, this entitlement requires a separate "line item" appropriation, independent of the larger P.L. 94-142 appropriation.

Final figures from the 57 state education jurisdictions indicated that the first averaged count (school year 1976-1977) of handicapped children aged 3 through 5 receiving preschool services for purposes of this entitlement was approximately 200,000 children, thus generating an authorization ceiling of $60 million. (Refer to Section 619 of the Act.)

Can children ages 0 through 2 participate under the preschool incentive grant program?

No. However, they may participate under the larger P.L. 94-142 program.

For further information with respect to fiscal considerations, the reader is referred to the following resource available from The Council for Exceptional Children: *Financing Educational Services for the Handicapped*. Charles D. Bernstein, William T. Hartman, Michael W. Kirst, Rudolph S. Marshall. Review of state practices and latest research in financing of special education services. $4.95.

MANAGEMENT

What are the overall management responsibilities established by P.L. 94-142?

P.L. 94-142 is administered through a series of interlocking responsibilities among local education agencies, state education agencies, and the US Commissioner of Education.

Two documents are at the core of this administrative interaction: the state plan and the local education agency application. The US Commissioner may not allocate funds under this Act to a state until he has approved the state plan. Correspondingly, the state education agency may not allow a local education agency's entitlement to flow through to the locality until it has approved the local application. Both the state plan and the local applications are composed of three major ingredients: certain assurances, a detailing of certain procedures, and a detailed resource plan.

1. "*Certain assurances*":
   Both the state plan and the local applications must, for instance, include a guarantee of all of the rights and protections for children and their parents or guardians as discussed previously in this document.
2. "*A detailing of certain procedures*":
   The state plan must, for instance, include a comprehensive blueprint for personnel development and procedures for active, on going child find. The local applications must likewise demonstrate how they are going to achieve such basic requirements. (Refer to Section 612(2)(c) and Section 613(a)(3) of the Act.)
3. "*A detailed resource plan*":
   Finally, the state plan, and to the degree appropriate—the local applications—must include a description of the kind and number of facilities, personnel, and ser-

vices required to reach and maintain full service for all handicapped children. (Refer to Section 612(2)(A) and Section 614(a)(1)(E) of the Act.)

Is there a general rule of thumb with regard to local education agency application?

Yes. The local application must conform in all respects to the overall state blueprint as presented in the state plan. (Refer to Section 614(a)(5) of the Act.)

Is this state plan requirement something new?

No. State education agencies have been required to submit state plans in the area of education of handicapped children to the US Commissioner of Education for a number of years.

Are the state plan and the local applications public documents?

Yes, and both must be made available to parents and other interested parties upon request. Furthermore, the state plan must be made available to the general public at least 30 days before submission to the US Commissioner. Comments must be received and responded to by the state education agency. (Refer to Section 612(7) and Section 614(a)(4) of the Act.)

Is there a manpower development requirement in P.L. 94-142?

Yes. As previously noted in "a detailing of certain procedures," P.L. 94-142 requires that the states and the local school districts engage in comprehensive manpower development toward the achievement of full educational opportunity for all handicapped children, both inservice and preservice. Readers are encouraged to carefully study sections §121a.380 through §121a.387 of the P.L. 94-142 regulations.

May P.L. 94-142 dollars be utilized for manpower development?

Yes, but for inservice training only; expenditure for preservice is prohibited. Moreover, inservice expenditures may occur only within the constraints imposed by the overall statutory priorities in the use of P.L. 94-142 funds.

Are there other federal dollars available for special education personnel development?

Yes. Part D of the federal Education of the Handicapped Act (P.L. 94-142 is Part B of that Act) authorizes an on going program for personnel development, both preservice and inservice. The funding authority for that component in fiscal 1978 (not actual appropriations) is $75 million.

Does P.L. 94-142 require efforts to locate handicapped children who require special education?

Yes. As previously noted in "a detailing of certain procedures," P.L. 94-142 requires the states and the local school districts to engage in active, on going child find within the age range of 0 through 21. Section 504 carries an identical stipulation.

Are conditions attached to the local pass through of funds?

Though P.L. 94-142 authorizes a substantial local entitlement, there are numerous "strings attached." The state education agency must refuse to pass through federal monies generated when:

- The school district does not conform to the overall state plan requirements contained in this Act and in existing law (such as "full service" goal, confidentiality, etc.).
- The school district fails to meet the local application requirements.
- The state deems the local district unable to make effective use of its entitlement unless it consolidates its entitlement with the entitlement of one or more other school districts (thus allowing great flexibility in funding arrangements).
- The program for handicapped children within the school district is of insufficient size and scope.
- The school district is adequately providing a free appropriate public education for all handicapped children with state and local funds. (This provision is permissive. The state education agency does not have to do so.)
- The state determines that one or more children in a local school district can best be served by a regional or state center.

Furthermore, P.L. 94-142 establishes a flat monetary minimum. If a school district, after counting all of its handicapped children served, cannot generate an allocation for itself of at least $7,500, a pass through to that school district does not occur. This provision is, of course, also aimed at encouraging various sorts of special education consortia in order to make meaningful use of the federal dollars. However, this $7,500 minimum does not apply in the first year under the new formula (school year 1977-78). (Refer to Section 614(b)(c)(d)(e) and (f) and Section 611(c)(4)(A)(i) of the Act.)

May a local education agency refuse to submit a local application and therefore circumvent guaranteeing the rights and protections of the Act?

Yes, but as a result it becomes the state's responsibility to assure these rights and protections for the handicapped school children of the said district. Subsequently, such a local school district also remains subject to compliance with Section 504.

What is an intermediate education unit?

Provision is made in the Act for a type of educational unit larger than the local education agency. An intermediate educational unit is defined as a public authority established by state law to provide free public education on a regional basis to handicapped children.

Such an intermediate educational unit, when so determined by the state education agency, may have all of the rights and responsibilities of a local education agency under this Act and may receive a federal entitlement. (Refer to Section 614(c)(2)(C) of the Act.)

For the purposes of P.L. 94-142, what is the relation of the state education agency to other state agencies?

P.L. 94-142 requires that the state education agency be responsible for ensuring that all requirements of the Act are carried out. Moreover, all education programs within the state for all handicapped children, including such programs administered by any other state or local agency, must meet state educational agency standards and be under the general supervision of the state education agency. This provision establishes a single line of responsibility within one state agency for the education of all handicapped children within each state. (Refer to Section 612(6) of the Act and refer to §121a.600 of the P.L. 94-142 regulations.)

What is the basic relationship between P.L. 94-142 and P.L. 89-313?

Children counted for purposes of generating an entitlement under P.L. 94-142 may not concurrently be counted under the formula for P.L. 89-313, the program of supplemental educational services for handicapped children in state operated or supported facilities. However, monies under this Act and monies under P.L. 89-313 may be programatically mingled with each other where the target populations of these two authorities intersect.

Regardless of whether the children counted under P.L. 89-313 enjoy the fiscal benefits of P.L. 94-142, all of the rights and protections of P.L. 94-142 must apply to these children as well. (Refer to Section 611(a)(5)(A)(iii) of the Act.)

Does P.L. 94-142 require advisory panels?

P.L. 94-142 mandates that each state shall have an advisory panel to be appointed by the Governor or any other official authorized under state law to make such appointments. This panel must be composed of individuals involved in or concerned with the education of handicapped children, including handicapped individuals, teachers, parents or guardians of handicapped children, state and local education officials, and administrators of programs for handicapped children.
The panel shall have the following duties:

- Advise the state education agency on unmet needs relative to the education of all handicapped children within the state.
- Comment publicly on rules and regulations issued by the state and procedures proposed by the state for distribution of funds.
- Assist the state in developing and reporting such data and evaluations as may assist the US Commissioner. (Refer to Section 613(a)(12) of the Act.)

How is P.L. 94-142 enforced?

Essentially, the US Commissioner must engage in whatever monitoring and evaluation procedures may be required to achieve enforcement state by state. The state education agency, in turn, is required to do the same with respect to its local and intermediate education agencies. Undoubtedly, the Act is very complaint oriented, and enforcement will depend heavily on the vigilance of parents and other advocates.

Are there sanctions for failure to comply with P.L. 94-142?

The state education agency must cut off the flow through to a local education agency if it does not conform to its own local application. Correspondingly, the US Commissioner must cut off funds to the state education agency if that agency is in substantial noncompliance with its own state plan. Moreover, the US Commissioner may order the state education agency to cut off the flow through to a school district if the Commissioner evidences substantial noncompliance by a school district. (Refer to Section 616 of the Act in its entirety.) In such instances, the US Commissioner may also cut off funding for those programs specifically designed for handicapped children under the following titles:

- Part A of Title I of the Elementary and Secondary Education Act.
- Title III of the Elementary and Secondary Education Act (innovative programs) and its successor, Part C, Educational Innovation and Support, Section 431 of P.L. 93-380.
- The Vocational Education Act.

(Refer to Section 616(a)(B) and Section 613(a)(2) of the Act.)

Are there sanctions for failure to comply with Section 504?

Yes. The US Secretary of Health, Education, and Welfare has the authority to cut off *all* HEW funds going to a state or a locality when the Secretary makes a judgment of noncompliance with Section 504.

Must efforts be made to employ handicapped individuals?

Both the state education agency and the local education agencies receiving funds under this Act must make positive efforts to employ and advance in employment qualified handicapped individuals. (Refer to Section 606 of the Act and also Section 503 of P.L. 93-112.)

Does P.L. 94-142 address the issue of architectural barriers within school facilities?

P.L. 94-142 authorizes such sums as may be necessary for the US Commissioner to award grants to pay all or part of the cost of altering existing buildings and equipment to eliminate architectural barriers in educational facilities. Such provision is aimed at assuring certain handicapped children an appropriate public education in the least restrictive environment. As in the case of the previous heading on the preschool incentive, however, the actual money for this component must be separately appropriated by the Congress. (Refer to Section 607 of the Act.)

What does the Section 504 regulation say with respect to architectural barriers in school systems?

One of the principal objectives of Section 504 is termination of discriminatory program inaccessibility for handicapped children in the public schools—handicapped children in both regular and special education programs.

A crucial distinction must be made here: Section 504 does not order totally architecturally barrier free school facilities. Section 504 does order full program accessibility.

Therefore, as of June 1, 1977:

- All new facilities must be constructed so as to be readily accessible and usable from a program standpoint by all handicapped children.
- Although every existing facility need not be totally physically accessible, there must be an assurance that programs conducted in those facilities are made accessible.
- While flexibility is allowed in choosing methods that in fact make programs in existing facilities accessible, structural changes in such facilities must be undertaken if no other means of assuring program accessibility is available. The regulations state that such structural changes shall be made "expeditiously," but shall be completed no later than three years from the effective date of June 1, 1977. (Refer to entire Subpart C of the 504 regulations.)

Does P.L. 94-142 contain data gathering requirements?

The US Commissioner is required to provide to the Congress and the public at least annually—and is required to update annually—data and information on the educational status of the nation's handicapped children, such as the number of children served and unserved within each disability, the kinds and number of educational personnel employed, etc. (Refer to Section 613(b) of the Act.)

What national evaluations are mandated by P.L. 94-142?

The US Commissioner must evaluate the impact of this Act on an annual basis and provide a full report to the Congress not later than 120 days after the close of each fiscal year.
That annual evaluation shall include the following segments:

- An analysis and evaluation of the effectiveness of procedures undertaken to assure that handicapped children receive special education and related services in the least restrictive environment commensurate with their needs.
- An analysis and evaluation of the effectiveness of procedures to improve programs of instruction for handicapped children in day or residential facilities.
- An evaluation of the effectiveness of procedures undertaken to prevent the erroneous classification of children.
- Recommendations for changes in P.L. 94-142 and any other federal law providing support for the education of handicapped children.

Finally, P.L. 94-142 stipulates that, in order to carry out these specific analyses and evaluations, the US Commissioner shall conduct a statistically valid survey for assessing the effectiveness of individualized education programs. (Refer to Section 613(d) of the Act.)

How long will P.L. 94-142 be in force?

P.L. 94-142 carries the rather unique characteristic of being a permanent statutory authority with no expiration date.

For further information with respect to full implementation of both P.L. 94-142 and Section 504, the reader is referred to the following resources available from The Council for Exceptional Children:

- *P.L. 94-142 The Education for All Handicapped Children Act of 1975* by Joseph Ballard, Jean N. Nazzaro, and Frederick J. Weintraub (Multimedia package), 1976, Stock No. 136, $50.00
- *P.L. 94-142 Implementing Procedural Safeguards—A Guide for Schools and Parents*, produced by CEC in conjunction with The Children's Television Workshop (multimedia package), 1977, Stock No. 167, $90.00
- *Special Education Administrative Policies Manual* by Scottie Torres, 1977, 175 pp., Stock No. 164, $27.50
- *Training Institutes*
  Training institutes for staff development and in-service training are available from CEC to local school districts, state departments, colleges or universities, professional organizations and any other agency desiring training. Agencies may negotiate with CEC to offer training to their specific constituency on the date and at the location of their choice. Currently, institutes are available in the areas of *Delivery of Services, Early Childhood Education*, and *Individualized Education Program Planning*. Among specific topics are Child Identification, Nondiscriminatory Testing, Developing and Implementing IEP Objectives, Preschool Gifted and Handicapped, and Language Development in Young Children. For more information and complete information on all institutes, contact the CEC Conventions Unit, 800-336-3728.

NOTES

To obtain a copy of P.L. 94-142, write to your member of the US House of Representatives, or to one of your US Senators.
To obtain a copy of the final regulations for P.L. 94-142, get a copy of the *Federal Register* for Tuesday, August 23, 1977.
To obtain a copy of the final regulations for Section 504 of P.L. 93-112, get a copy of the *Federal Register* for Wednesday, May 4, 1977.

PUBLIC LAW 94-142
TIMETABLE

Fiscal Year	Funding Timetable		Service Timetable
1978 (10/1/77 to 9/30/78)	*October 1:* The first allocation will be made according to the primary funding formula, using 5% of the national average expenditure per pupil (NAE).	*October 1:* 50% of the funds allocated to states must go directly to eligible local and intermediate education agencies (LEA, IEA). The remaining 50% of the funds may be used by the state (SEA).	Substantive provisions, such as SEA "general supervision" and further modifications from P.L. 93-380 of procedural safeguards mechanism, take effect. Individual education programs must be developed for all handicapped children in the state, regardless of the public agency (agencies) delivering the educational program.
1979 (10/1/78 to 9/30/79)	*October 1:* The funding formula uses 10% NAE.	*October 1:* 75% of the funds allocated to states must go directly to eligible local and intermediate agencies (LEA, IEA). The remaining 25% of the funds may be used by the state. For each year thereafter this same percentage is used.	*Commencing September 1, 1978:* A free, appropriate public education must be available for all handicapped children, ages 3 to 18 if the given state is to continue receiving P.L. 94-142 funds.
1980 (10/1/79 to 9/30/80)	*October 1:* The funding formula uses 30% NAE.		*Commencing September 1, 1980:* A free, appropriate public education must be available for all handicapped children, ages 3 to 21 if a given state is to continue receiving P.L. 94-142 funds.
1981 (10/1/80 to 9/30/81)	*October 1:* The funding formula uses 20% NAE.		
1982 (10/1/81 to 9/30/82)	*October 1:* The funding formula uses 40% NAE. This is the final funding increase.		

APPENDIX

RESOURCES AVAILABLE FROM
THE COUNCIL FOR EXCEPTIONAL CHILDREN

Order Form

Please send the following:

Cited

_____ No. 104 A Primer on Due Process—Education Decisions for Handicapped @ $4.95 — see page 5

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_____ No. 123 Public Policy and the Education of Exceptional Children @ $13.95 — see page 6

_____ No. 136 P.L. 94-142 The Education for All Handicapped Children (multimedia package) @ $50 — see page 12

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Reston, Virginia 22091

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APPENDIX I

Materials Supplied by the National Technical Institute for the Deaf

Deaf people are people.

A study of deafness can become very technical and complicated when described in terms of a person's audiological history, educational preparation, communication philosophy, and so on. But more important than understanding any single term about deafness is understanding that *deaf people are people.*

The 1,767,000* deaf people in the United States are tall and short, thin and stout, black, white, red, brown and yellow, male and female, young and old.

Some deaf people are very intelligent; some are just average; some are athletic; some, clumsy; others are personable and vivacious; or quiet and reserved; some are high achievers; some are low key.

Deaf individuals have families, hold jobs, attend churches, make installment payments, throw parties, watch television.

Deaf persons are more *like* you than they are unlike you. Their deafness is only one dimension of their multi-dimensional characters. Each deaf person is as unique as you are.

But all deaf people do have one thing in common with one another – some physical impairment has caused a hearing disability, a condition where hearing is not functional for ordinary life purposes. Many people see deafness as just this loss of hearing. It is not that simple.

*According to the 1971 national study "The Deaf Population of the United States" by Schein and Delk, there are 13 million persons in America who have some type of hearing impairment, ranging from a minute loss to profour l deafness. Of this number, 1,767,000 are considered "deaf," meaning they cannot hear and understand speech.

This group statistic and accompanying definition of deafness are used for the purposes of this NTID publication.

The Real Meaning of Deafness

The real handicap of deafness is being cut off from the normal means of acquiring and transmitting language. Consequently, communication is affected. The major communication difficulty for deaf people is not having a language frame of reference when they are learning to speak, write or speechread.

In addition, communication loss occurs by not enjoying the comfort of a natural conversation, not hearing a radio announcement, not understanding a news or entertainment program on TV, not catching a conversational tidbit through eavesdropping, not sharing the latest joke. All of this affects a deaf person's sophistication about his or her world and results in personal, social, educational and occupational obstacles. (See related NTID publication, *Communication: What's It All About?)*

Coping with Deafness

However, the degree to which a person is able to cope with language and communication handicaps is dependent upon many variables: native intelligence, personality, family environment, age of onset of deafness, degree and type of deafness, language background, residual hearing (many deaf persons have some hearing), listening skills, speechreading and speech abilities and educational preparation; each adds to the very unique way a person deals with his or her deafness.

An associate professor at the National Technical Institute for the Deaf, Loy Golladay, reflected on his own experience of deafness:

"I am sometimes asked how it feels to be deaf. My answer is that most people have to adjust to a handicap of some sort, even if it's only being nearsighted or freckle-faced, or weak in math, or unable to bowl ten strikes in a row. As a friend of mine once said, there are 215 million 'handicapped' Americans.

"Although deafness involves far greater consequences than these other 'handicaps', it feels perfectly normal to me now because I've had it so long, and I've had to adjust to it. A reasonable sense of proportion plus the ability to laugh at one's self have been important assets too!"

Deaf people will never "overcome" their handicap. But generally they will do their best to deal with their deafness and develop themselves to the fullest potential within their capabilities.

Deaf people ask just one thing of their hearing counterparts: to be provided the dignity of being openly and willingly approached as individuals with unique qualities and skills.

Understanding the Jargon

We *could* present you with an endless list of terms related to deafness. But there are only a few which are really needed in the context of a first introduction.

Hearing Impaired: the general term used to describe and encompass all types of hearing defects, ranging from a very minute loss to profound deafness. Hearing impairment is the single most prevalent chronic physical disability in the United States, affecting over 13 million persons.

Hard-of-Hearing: a condition where the sense of hearing is defective but functional for ordinary life purposes (usually with the help of a hearing aid).

Deaf/Deafness: a condition in which perceivable sounds (including speech) have no meaning for ordinary life purposes.

- The *impairment* is the physical damage to the auditory pathway.
- The *disability* is the loss of hearing.
- The primary *handicap* is being cut off from normal language acquisition and transmission, which affects communication.
- The *variables in coping* with the handicaps of deafness are:

native intelligence
personality
family environment
age of onset of deafness
degree and type of deafness
language background
residual hearing
listening skills
speechreading and speech abilities
educational preparation

Congenital deafness: when a person is *born deaf.*

Adventitious deafness: deafness occurring sometime *after birth.*

Prelingual deafness: when deafness occurs *before* the acquisition of language (usually before three years of age). Such a person will have no language frame of reference when learning to speak, write or speechread.

Postlingual deafness: when deafness occurs *after* the acquisition of language (usually after three years of age). In most cases, persons who have lost their hearing after this age have a relatively strong language base.

"Tall and short, thin and stout, black, white, red, brown and yellow, male and female, young and old."

For further information contact:

National Technical Institute for the Deaf
Rochester Institute of Technology

Public Information Office
One Lomb Memorial Drive
Rochester, New York 14623

The materials herein were produced in
the course of an agreement with the
Department of Health, Education and Welfare.

Setting the record straight.

True	False	
■	⋮	Deaf people can drive cars.
■	⋮	Deaf people do not use braille.
■	⋮	Most deaf people have some hearing.
■	⋮	Many deaf people hold bachelor's or master's degrees.
■	⋮	Deaf people can hold competitive positions in a wide range of professional and technical fields.
■	⋮	Deaf people are individuals with unique personalities and skills.

You may be surprised by some of the answers to these questions because most people with normal hearing (and that probably includes you) have had little, if any, experience with deaf people. As a result there are many preconceived ideas about deafness which are not necessarily true.

The following information clarifies many commonly held misconceptions about deaf people and may be helpful when you either meet a deaf person for the first time or consider him or her for employment. When you understand the facts, you can relate to a deaf person as individually as you would anyone else. (See related NTID publication, *The Meaning of Deafness.)*

Intelligence Potential

I.Q.: Terms such as "deaf and dumb" or "deaf-mute" are considered offensive by most deaf people. The basic intelligence of deaf people is comparable to the normal distribution of the hearing population.

Speech Capabilities

Voice use: Deaf persons have normal vocal organs. A few deaf persons choose not to use their voices if they think their speech is difficult to understand or if they feel they have inappropriate pitch or volume control. However, a greater number of deaf people do choose to use their voices in their interactions.

Speech intelligibility: The speech understandability of deaf persons varies greatly depending on their skills and abilities. There is absolutely no correlation between a deaf person's speech abilities and intelligence.

Many deaf persons have speech that seems difficult to understand at first. Most hearing people have found that after being around a deaf person for awhile, his/her speech becomes easier to understand. It is like getting used to someone who has a foreign accent.

Hearing Capabilities

Residual Hearing: Most deaf persons have *some* hearing. This limited amount of hearing that a deaf person has is called residual hearing, and its usefulness for listening to and understanding speech varies with the individual.

Hearing aid use: A hearing aid amplifies sound; however, not all deaf people benefit from this. The aid's usefulness depends upon the wearer's ability to *discriminate* between speech sounds without an aid. If a deaf person can distinguish speech sounds without an aid, he or she will be better able to understand speech with an aid.

Telephone use: A few deaf persons have enough residual hearing or have developed the speech skills necessary to use the telephone.

In addition, special telephone communication equipment has been developed for hearing-impaired and deaf persons for use with the standard telephone. Some of these aids, such as a telephone amplifier, can be installed for a minimal charge. (See related NTID publication, *Telephone Equipment for the Deaf.)*

Speechreading Capabilities

Speechreading: It is often thought that deaf people can speechread as effectively as persons can hear. However, speechreading (or lipreading) is a skill that some deaf persons are good at; others have difficulty mastering such a talent. While good speechreading skills can help in communication, only 26 percent of all speech is visible on the lips, and even the best speechreaders cannot speechread everything that is said.

Language Capabilities

Many people see deafness as just a loss of hearing. It is far more complicated. The biggest problem of deafness is being cut off from the normal means of acquiring and transmitting language. Consequently, communication is affected because deaf people do not have a language base when they learn to speak, write and speechread.

Work Performance

Potential: While deaf persons vary greatly in their abilities to cope with their hearing loss, they are generally capable of performing almost any job, if they are given realistic opportunities and adequate training.

Safety records: Deaf workers have above-average safety records. Most jobs do not involve safety risks for deaf persons. In several studies, including one done by the DuPont Company, deaf people have demonstrated that they are usually more visually alert to hazards in their environment than hearing persons because deaf people do not solely rely on sounds to warn them of danger.

Noise on the job: Most deaf persons have some residual hearing. The *right* deaf person can often handle a noisy job a hearing person couldn't stand, but it is inaccurate to think *any* deaf person can work in such a situation. For some, depending on the type of hearing loss, working in a noisy environment could be quite uncomfortable and could impair whatever residual hearing they may have.

For further information contact:

National Technical Institute for the Deaf
Rochester Institute of Technology

Public Information Office
One Lomb Memorial Drive
Rochester, New York 14623

The materials herein were produced in
the course of an agreement with the
Department of Health, Education and Welfare.

How will I communicate with a deaf person?

Will he or she be able to understand me? Will I understand what is going on? These are just a few of the questions frequently asked by hearing people regarding communication with a deaf person.

Communicating with a deaf person is not necessarily hard or easy; there is no formula for success since two individuals are involved and the circumstances will always be different.

There is, however, basic knowledge which should enhance communication.

The deaf person develops his or her communication abilities according to various influences. Intelligence, personality, family environment, age of onset of deafness, degree and type of deafness, language background, residual hearing (many deaf persons have *some* hearing), listening skills, lipreading and speech abilities and educational background – all vary with each deaf person, just as the personalities and skills of every person vary.

So all deaf people will communicate in a different way at different levels of understandability to you. Some will use speech only; some will use a combination of sign language, fingerspelling and speech; some will write; some will use body language and facial expression to supplement their interactions. In any case, deaf people will usually use many ways to convey an idea to another person and will be more than willing to facilitate communication.

You, as a hearing person, may have apprehensions about meeting a deaf person. Don't worry; your concerns are natural. Remember, we all feel uncomfortable in unfamiliar situations.

The key is to find out which combination of techniques works best to communicate with a particular deaf person. You will have to experiment and try any of several different communication techniques. It will depend on what you feel comfortable with and what works. The important thing is not *how* you exchange ideas or feelings, but that you *communicate*.

Communication Tips

In addition to understanding the uniqueness of each deaf person's skills in all aspects of communication, there are a few specific techniques that can be helpful.

One-to-One Communication

1. Get the deaf person's attention before speaking. Since deaf people can't hear the usual call to attention, they may need a tap on the shoulder, a wave or other visual signal to gain attention.

2. Speak slowly and clearly; but exaggeration and over-emphasis of words distort lip movements, making speechreading more difficult. Speechreading is a skill not all deaf persons have. Only 26 percent of speech is visible on the lips, and even the best speechreaders can't read everything, although they can pick up contextual clues to fill in some of the gaps.

3. Look directly at the person when you speak. Even a slight turn of your head can obscure the deaf person's view. Other distracting factors affecting communication include moustaches obscuring the lips, distracting habits such as smoking, pencil-chewing and putting your hands

–continued

Communication Tips

One-to-One Communication

Tap on shoulder to get attention.

Use a written message if needed.

Wave a hand to gain visual contact.

Talk directly to the deaf person, not the interpreter.

Look directly while speaking.

Use body language and facial expression.

in front of your face.

4. Don't be embarrassed about communicating via paper and pencil. Getting the message across is more important than the medium used.

5. Try to maintain eye contact with the deaf person. Eye contact helps convey the feeling of direct communication. If an interpreter is present, continue to talk directly to the deaf person who can turn to the interpreter if the need arises.

6. If you are having some difficulty getting an idea across, try to re-phrase a thought, or restate a sentence, rather than repeating exactly the same words. Sometimes a particular group of lip movements is difficult to speechread.

7. Use pantomime, body language, and facial expression to help communicate.

Group Situations and Meetings

These tips are useful for a deaf employee and have also proven to be helpful for hearing employees as well; since they are essentially modifications of any good group procedures.

1. Seat the deaf person to his/her best advantage. This usually means a seat near the speaker where the deaf person can see the speaker's face.

2. Try to avoid standing in front of a light source, such as a window. The bright background and shadows created on the face make it almost impossible to speechread.

3. Aid the deaf person in following a lecture, movie, or filmstrip by providing a brief outline or script printout. This can be provided in advance or accompanied by lighting for the deaf person.

4. In a training situation, try to provide new vocabulary in advance. It is almost impossible to speechread unfamiliar words.

5. Use visual aids. They can be a tremendous help to deaf persons. Vision is a deaf person's primary channel for receiving information. Make full use of overhead projectors, chalkboards, films, diagrams, charts and other visual media where appropriate.

6. Try to avoid unnecessary pacing and speaking while writing on the chalkboard or lecturing. It is difficult to speechread a person in motion and impossible from the side or from the back.

7. Slow down the pace of communication slightly. This often helps to facilitate understanding. Many speakers tend to talk too fast. Try to allow a little extra time for the deaf person to assimilate the information and respond.

8. Make sure the deaf person is not left out when vital information is presented. Write out any changes in meeting times, special arrangements, additional instructions. Allow extra time when pointing out the location of materials, referring to manuals and other media, because the deaf person must look, then return attention for further instruction.

9. Repeat questions or statements from the back of the room. Deaf persons are cut off from whatever is not in their visual area. Since it is often necessary to know the question in order to fully understand the answer, questions or statements should be repeated.

Communication Preparation at NTID

NTID stresses communication skill development. The basic goal of NTID's Division of

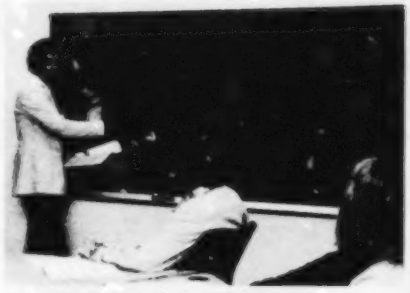
Communication Tips

Group Situations and Meetings

The deaf person should sit near the speaker.

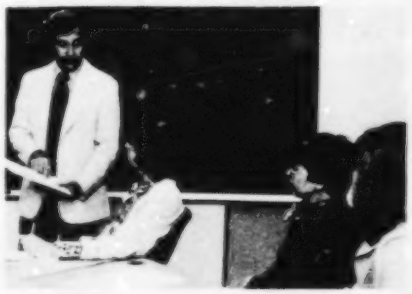
Use visual aids to supplement a presentation.

Avoid standing in front of a light source.



Face the deaf person. Do not speak while writing on the chalkboard.

Provide new technical vocabulary in advance.



Make a special effort to clarify vital information.

Communication is to help each individual student achieve those communication skills necessary for success on the job and in the community, as well as in the academic environment.

At the beginning of their college careers, students are evaluated in a variety of receptive and expressive communication skills. The result of this evaluation is a comprehensive communication profile for each student. The profile reflects each student's ability in many communication areas, including speechreading, hearing discrimination, reading comprehension, and speech and writing intelligibility.

Using the communication profile as a tool, communication professionals work with students to develop a plan in which the students work to improve their weaker skills and refine those in which they are strong.

As with NTID's career programs, communication programs are effective because they address individual student needs. In speechreading courses, for example, students practice understanding the speech of others by reading their lips and facial movements on exercises which utilize technical vocabulary they will encounter in their careers. An accounting major would practice speechreading vocabulary relevant to accounting or business. Students practice with videotaped exercises using self-instruction techniques. Besides technical vocabulary, they also practice speechreading and vocabulary and phrases related to etiquette and social behavior in job interactions.

Individual speech therapy, interpersonal communication, conversational speech and simultaneous communication are other courses designed to build up students' familiarity and comfort using language geared toward a technological society.

Communication counselors also work closely with career counselors and employment opportunities specialists who help in placement of students. Each NTID professional gets input on new technical vocabulary and the kind of communication skills necessary to be successful on the job.

Communication Skills Evaluation at Job Placement

All the information regarding a student's communication abilities is presented to potential employers, along with special recommendations the communication counselors have regarding certain communication abilities of the student or special environmental considerations that may be needed.

The employment opportunities specialists use the communication information provided by the communication counselors to work with employers and remain available as resources for questions or suggestions to help make the students' transition to work life as smooth as possible.

Getting the Terms Straight

Fingerspelling: successive finger configurations which represent individual letters of the alphabet.

Sign Language: a form of communication in which hand shapes represent entire words or phrases.

Manual Communication: a form of communication in which a person uses a combination of fingerspelling and sign language.

Simultaneous Method, Simultaneous Communication, Total Communication (T.C.), Total Approach: although there are technical and philosophical distinctions between each of these communication systems, the terms generally refer to the use of *all* these communication modes—speech, speechreading, sign language, fingerspelling, facial expression and body language.

Speechreading/Lipreading: the ability to translate a person's visual speech production into meaningful words. This ability is a skill that some deaf persons have mastered well. Others may have difficulty since only 26 percent of all speech is visible on the lips, and even the best speechreaders cannot speechread everything that is said.

Residual Hearing: the limited amount of hearing that a deaf person has. Its usefulness for listening to and understanding speech varies with the individual.

Deaf people using the telephone?

It's not as incongruous as it seems. With the advent of advanced electronic technology, for both adapting existing telephones and creating new telephone equipment, many deaf people are now able to use the telephone.

There are a few deaf people who have enough understandable speech and/or good listening skills to use telephones with built-in amplifiers to make voices louder. A greater number of the deaf population now depend on teleprinter equipment to give visual form to information communicated via telephones.

If you are a hearing person, you probably take the convenience of the telephone for granted; contacting a business associate to request information; calling your spouse; requesting a TV repairman; inviting a friend to dinner; making a doctor appointment; contacting the police in an emergency. If you didn't have access to a phone, you'd either have to walk or drive, send a letter or ask a friend to call for you.

The ability to use the telephone in *some* manner has opened up a new world for the deaf; it saves time, reduces dependency and eliminates social isolation. Above all, telephone communication skills enhance deaf people's chances for employment and upward mobility.

The National Technical Institute for the Deaf offers several courses to help its students learn to use the telephone and special telephone equipment. One course trains students who have good speech and/or listening skills to use the standard telephone. Another course trains students who have limited speech and listening skills to use teleprinter equipment. The objective is to enable NTID students to participate, to their fullest personal potential, in various telephone communication situations at work and socially.

Many people—employers, relatives of deaf people, law enforcement agencies, hospitals, and even the deaf themselves—are interested in telephone equipment which allows the deaf to utilize this seemingly ordinary, everyday convenience.

Telephone Adaptations

Relatively inexpensive equipment allowing deaf people with good speech and listening skills to adapt the standard telephone for their use includes:

Hard-of-Hearing Amplifier

- a device built into the telephone receiver with an adjustable volume control
- volume can be turned down when used by others
- obtained through a local telephone company

Portable Telephone Amplifier

- a battery-operated portable device with an adjustable volume control that is slipped over any telephone receiver
- convenient to carry in pocket or purse
- obtained through a local hearing aid dealer or a local electronic or stereo shop

Signal Light

- a visual alert that is attached to a telephone which blinks when the telephone rings
- obtained through a local telephone company, a local hearing aid dealer, or a local electronic shop

Telephone Bells

- bells of different pitch and loudness can be selected if there is difficulty hearing a regular telephone bell
- obtained through a local telephone company

Telephone-Coupled Communication Equipment

Teleprinters enable a broad segment of the deaf population to use the telephone. For most of these teleprinter devices a sending party types out a message which is converted, through an electronic coupling device, into impulses and sent over the telephone wires to the receiver. The receiving party's coupling device reconverts the received impulses into signals which visually reveal the message.

General information about teleprinters, couplers or reconditioned equipment may be obtained by contacting:

Teletypewriters for the Deaf, Inc.
P.O. Box 28332
Washington, D.C. 20005

Some of the more popular and most frequently used equipment includes the following devices.

Portable teleprinters which are listed here have self-contained couplers which do not have to be purchased separately.

*MCM**

*Manual Communication Module

- a compact, battery-operated unit with a typewriter-like keyboard and self-contained coupler
- has a one-line, 32-character viewing screen
- light emitting diodes (LED's) generate the character display in red
- has a built-in audiotape cassette outlet
- automatically transmits the return and line feed codes when communicating with a teletypewriter
- portable and compact enough to use in a telephone booth

Weight: 3.8 lbs.
Dimensions: 10" x 8" x 3"
Accessories: carrying case
Manufactured and distributed by:
Micon Industries
252 Oak St.
Oakland, CA 94607

—continued

The MCM is one of the most popular of the portable teleprinters. It has a self-contained coupler and is easy to carry. Light-emitting diodes, similar to a "Times Square" sign, generate the letter display and allow a deaf person to make contact with another MCM or teletypewriter.

Magsat Communication System

• a compact unit with a typewriter-like keyboard and self-contained coupler
• plugs into any AC outlet
• message display area is large and easy to read, allowing 12 characters to be viewed
• light emitting diodes (LED's) generate the character display in red
• comes in its own carrying case with removable cover

Weight: 5 lbs.
Dimensions: 11" x 8" x 3½"
Accessories: telephone and doorbell ringing indicator set, battery pack, and added electronics for an audio cassette tape recorder
Manufactured and distributed by:
Magsat Corporation
56 Arbor St.
Hartford, CT 06106

Porta-Printer

• a compact, battery-operated unit with a typewriter-like keyboard and self-contained coupler
• automatically transmits the return and line feed character
• only truly portable instrument available with a 2¼" and 18-character *printed* copy of the phone conversation

Weight: 8 lbs.
Dimensions: 12" x 9" x 4"
Accessories: carrying case, power pack
Manufactured and distributed by:
Krown Research
1917 Greenfield Ave.
Los Angeles, CA 90025

TV Phone

• a semi-portable telecommunication unit with a typewriter keyboard and self-contained coupler
• connects to any television (black-and-white or color) receiver
• displays up to eight lines, with 32 characters per line, of conversation on the TV screen
• easy to connect to the antenna of the TV set
• only portable unit that can be rented
• has a built-in audio tape cassette outlet and a built-in transmitter for a telephone signal light

Weight: 8 lbs.
Dimensions: 14" x 12" x 6" (excluding TV monitor)
Accessories: receiver unit for telephone signal light

Manufactured and distributed by:
Phonics Corp.
814 Thayer Ave.
Silver Spring, MD 20910

Stationary teleprinters of all types require acoustic couplers. These are separate electronic devices which connect a telephone with a teleprinter. There are many different types on the market which must be purchased separately from the teleprinter unit. Some telephone couplers are available from:

Applied Communications Corp.
P.O. Box 555
Belmont, CA 94002

Essco Communications, Inc.
14-25 Plaza Rd.
Fair Lawn, NJ 07410

SACCO Silent Aids Communication Corp.
P.O. Box 1727
Washington, D.C. 20013

HAL Communication Unit

• a semi-portable unit which operates essentially the same as the TV Phone
• requires a television set to view up to 20 lines of 50 characters per line
•transmits either standard typed characters or a morse code type of signal
• available fully assembled or in kit form

Weight: 25 lbs.
Dimensions: 18" x 10" x 3" (excluding TV monitor)
Accessories: none
Manufactured and distributed by:
HAL Communications, Inc.
Box 365
Urbana, IL 61801

Interpreter

• a semi-portable typewriter unit which provides printed copy of information communicated via a telephone
• serves as a standard typewriter when not used for telecommunication
• coupler provided as a separate unit
• provides a printed copy of the telephone conversation on standard 8½" wide paper

Weight: 31 lbs.
Dimensions: 15" x 15" x 5"
Accessories: travel case and telephone signal light
Manufactured and distributed by:
Interpretive Systems Corp.
Suite A
1730 W. LaPalma Ave.
Anaheim, CA 92801

Teletypewriter (TTY) Model 32

• a stationary unit with a typewriter keyboard that produces printed copy of a conversation on 8½" wide paper
• requires a separate coupler
• variety of models can be purchased or leased through a local telephone company

Weight: Approximately 54 lbs.
Dimensions: 33" x 19" x 19"
Accessories: desk-height stand
Manufactured and distributed by:
Teletype Corp.
90 Clinton Rd.
Fairfield, NJ 07006

Other Related Communication Equipment

Silent Pager

• a pocket-sized radio receiver that alerts its wearer with a series of silent, pulsed vibrations
• activated by the same radio transmitter that an organization may use for other individual paging devices
• can also be activated by calling an operator at a local Radio Common Carrier which provides round-the-clock paging, for a monthly fee

Weight: 7.1 oz. plus battery
Dimensions: 1" x 2⅜" x 3¾" plus clip
Accessories: choice of tone or pulsed vibration; charger and battery
Manufactured and distributed by:
Bell and Howell
78 Blanchard Rd.
Burlington, MA 08103

These devices can be found locally by looking in the telephone directory Yellow Pages for a paging equipment distributor.

Electronic Handwriters

• compact, self-contained systems (compatible only with identical brand units) which "talk" to each other by leaving permanent, hand-written messages at both sending and receiving points
• utilize telephone or direct wire connections
• typing skills are not required
• user can sketch, draw and diagram during conversation when needed, as in clarifying technical information

Weight: vary with individual brands
Dimensions: vary with individual brands
Brand units and manufacturers:

Telepen
Telautograph Corp.
8700 Bellanca Ave.
Los Angeles, CA 90045

Telenote
Talos Systems, Inc.
7311 E. Evans Rd.
Scottsdale, AZ 85260

Electrowriter
Victor Graphic Systems, Inc.
3900 N. Rockwell
Chicago, IL 60618